

GRADE 2

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, *University of Texas*

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, *University of California, Berkeley*

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



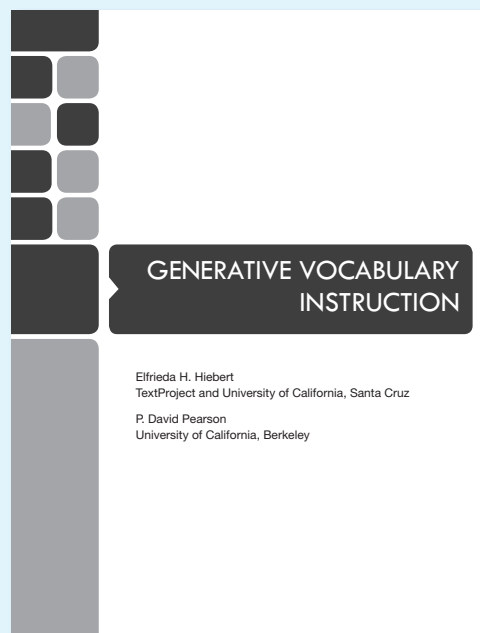
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

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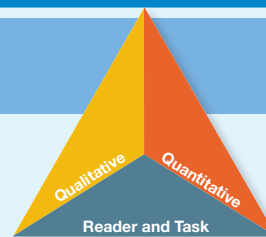
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taranis Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
precipitate	precipitate	water, heat	Topic	
predator	prey	hunger	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Ideas	
exceeded	exceed	unmatched	Topic	
dramatic	drama, dramatically	action	Topic	
discrete	discrete	unit	Topic	
steadily	steadily	continually, security	Topic	
striking (adj)	striking	beautiful, noticeable, surprising, remarkable	Topic	
retreat	retreat	hurry, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle	obstacle		Topic	
expedition	expedite		Big Ideas	
extending	extended	extending	Topic	
rolls	roll	rotation	Topic	
comparative	compare	examining, studying	Big Ideas	
protection	protect	prevent, prevent	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taranis Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical, combat	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Bay Who Draw Birds</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	dwelt, nest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehab, rehabilitate	restored	Big Ideas	
initiate	initiation	copy, mimic	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Ideas	
SUPPORTING TEXT: <i>"Froggy Frog"</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Ideas	
juvenile	young, adolescence		Topic	
surprise	surprised	unexpected	Topic	
attitudes	attitude	beliefs	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Ideas	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a “starting point” for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words connect meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ model, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word *model*.

TEACH Using the Benchmark Vocabulary Routine for Informational Text on pp. TR52–TR53, teach the meaning of *model*. Then use the information on pp. TR52–TR53 as a guide to expand children's vocabulary through discussion of the words that are connected to *model*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR7. Review the information found on the Contents page and in the Index. Think about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR2–TR3. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

UNIT 4 • MODULE B

WHOLE GROUP

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book, help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR53.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR43.

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See Routines on pp. TR2–TR43

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Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W questions.	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2.1.1**

Identify adjectives. **G-2.1.2**

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL. Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives

TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a huge, bright disk colored blue and white.

The adjective huge tells the size of the disk. The adjective bright gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

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Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

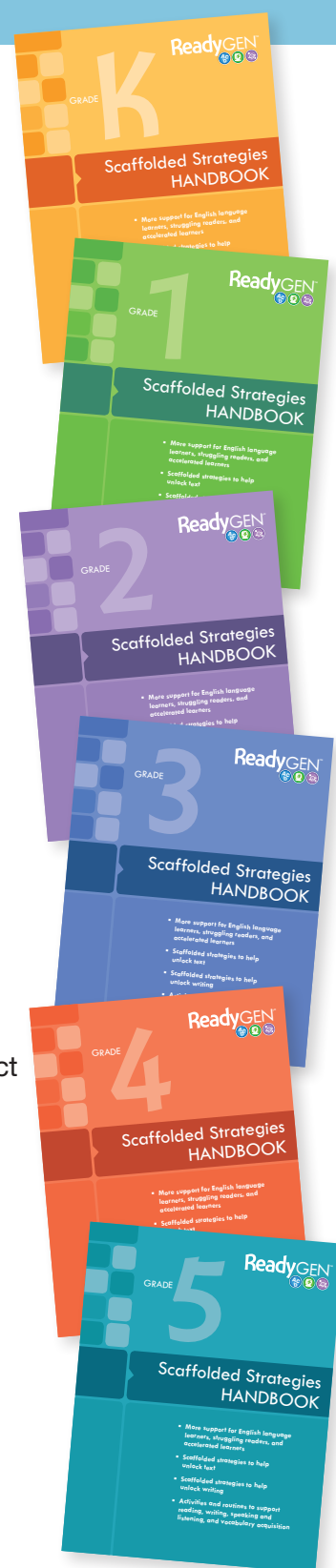
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.



What is the research
behind *ReadyGEN*?

ReadyGEN is a core comprehensive literacy curriculum of deliberately organized text sets and routines-based instruction. Pearson has developed **ReadyGEN** to equip all schools with the tools and practices necessary to meet the new expectations of the Common Core Standards.

At Grade 2, **ReadyGEN** has six units of study. Each unit provides a theme-based concept that connects the texts and tasks across the genres and content areas in the unit.

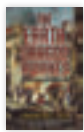
UNIT 4

Facing Challenges and Change



MODULE A Common Core Lesson Launch	1–11
Lessons 1–13	12–141
Performance-Based Assessment (Narrative)	142–149

TEXT SET



ANCHOR TEXT
The Earth Dragon Awakes
Literary Text



SUPPORTING TEXT
Seek the Sun
Literary Text



SLEUTH
"A Real-Life Action Hero"
"The Blank Book"

MODULE B Common Core Lesson Launch	150–161
Lessons 1–12	162–281
Performance-Based Assessment (Informative).....	282–289

TEXT SET



ANCHOR TEXT
Planet Earth
Informational Text



SUPPORTING TEXT
Danger! Earthquakes
Informational Text



SLEUTH
"Curtis the Cowboy Cook"

UNIT 4 Common Core Teacher Resources	
Routines	TR2–TR49
Graphic Organizers.....	TR50–TR64
Text Complexity Rubrics	TR66–TR72
Leveled Text Instructional Plans.....	TR77–TR86

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

"Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation."

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 4

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessments.

ReadyGEN provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core Learning Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If . . . students struggle to make a real-life connection between words and their use.
Then . . . use the Language Analysis support below.
If . . . students need extra support to understand the text,
Then . . . use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic that they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact in a person's life. They should choose one opinion statement and reasons from Lessons 5 and 6. Have students:
1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Each child's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

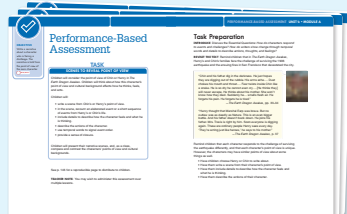
Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

UNIT 4 • MODULE A Scenes to Reveal Point of View

TASK: Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

UNIT 4 • MODULE B In the News

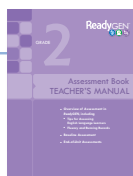
TASK: Planet Earth is in a constant state of change. Children will use information they have learned from *Planet Earth* and *Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. Children will introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section that addresses how communities face change together.



The Performance-Based Writing Assessment measures students' mastery of the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on children's progress and inform your instruction.



The End of Unit Assessment is a summative evaluation that prepares students for success on the new assessments designed to measure students' mastery of the Common Core Standards.

"In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to "real world" situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students."

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on questions and tasks that lead to an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and provide insight into the world.

UNIT 4 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Challenges

Enduring Understandings

- **Readers** understand that characters face challenges in stories.
- **Writers** understand that a character's actions, thoughts, and feelings are revealed through details.
- **Learners** will explore content to understand that facing challenges leads to change.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do characters respond to events and challenges?

How do **writers** show change through temporal words and details to describe actions, thoughts and feelings?

MODULE GOALS

Readers will recount and describe character challenges in narrative stories.

Writers will create narrative texts, which include events and challenges and characters' response to those challenges.

EXPLORE CONTENT **Learners** will explore content to understand challenges in communities.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, *Understanding by Design*

Facing Challenges and Change

Text Set

ANCHOR TEXT



The Earth Dragon Awakes
Lexile 510L
Literary Text

SUPPORTING TEXT



Seek the Sun
Lexile 740L
Literary Text

SLEUTH



"A Real-Life Action Hero"
"The Blank Book"



PERFORMANCE-BASED WRITING ASSESSMENT

SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

TARGET STANDARD



Common Core Learning Standard W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

1

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words as well as connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach generative vocabulary as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Facing Challenges and Change

ANCHOR TEXT *The Earth Dragon Awakes*

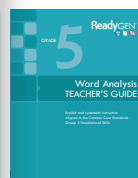
Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
dialect	dialogue, lecture	language, region	<i>Communication</i>
tenement	tenant, tenure	apartment, building, house	<i>Setting</i>
twitches	twitchy	jerks, shudders	<i>Actions or Movement</i>
plunges	plunger	dive, fall	<i>Actions or Movement</i>
dazed	dazzle	stunned	<i>Emotion</i>
scatters		distributes	<i>Actions or Movement</i>
missiles		projectiles	<i>Big Ideas</i>
surges	upsurge, insurgent	streams, pushes	<i>Actions or Movement</i>
trample	trampoline	trod, stomp, crush	<i>Big Ideas</i>
revenge	vengeance, vendetta		<i>Emotion</i>
parched	parchment	thirsty, dry	<i>Character</i>
insurance	insure	money, payment, protection	<i>Plot</i>
ruins	ruinous	remains, broken, buildings	<i>Setting</i>
confidence	confidential, confident, confidant	conviction	<i>Big Ideas</i>
courage	courageous	bravery, strength	<i>Big Ideas</i>

3

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

and Change



Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Text:

- Have children pronounce the word and then read the paragraph in

Tips and Tools

Context Clues

Print out effective context clues to children

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.2.4, L.2.4, L.2.5, L.2.6

Rationale

In literary texts, children are likely to encounter many new words that they have not read before or have never used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children need to have a strong foundation in sound-spelling knowledge and develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings of individual words. Children also need to understand how words function as part of a network of ideas. This generative approach to vocabulary instruction empowers children with the ability to apply knowledge of how words work when encountering unfamiliar words in complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. For example, in *Charlotte's Web*, E. B. White describes a spider's web in this way: "A spider's web is stronger than it looks. Although it is made of thin, delicate strands, the web is not easily broken." The words *delicate* and *strands* are not likely words second-grade children will encounter in many texts or use in conversations. Yet they are important to understanding a spider's web, which is a central part of the plot of *Charlotte's Web*. It is important to address these words so that children understand the text and the ways in which authors use rich words for known concepts. By making explicit connections among words, children also gain vocabulary awareness that allows them to tackle unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words and use them in their daily lives.

Tips and Tools

Context Clues

Give children practice using context clues to figure out the correct meaning of a word by using the following multiple-meaning word pairs in oral sentences: bark/bark; file/file; hide/hide; line/line; and rest/rest.

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, possible/impossible; write/rewrite; enjoy/enjoyment; teach/teacher.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, leaders/leader's; climbing/climbed; closer/closest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Bank*, *mine*, and *present* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning "do," is the root word of *action*, *transact*, and *react*.

Go to www.PearsonSchool.com/NYCRReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

"Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes."

Charlotte Danielson, *An Introduction to the Framework for Teaching*



as you read. For example, in
rd runt in this way: "Well," said
y small and weak, and it will
hns use an antonym to provide a
otte's Web, "If this is what it's like
e penned up in my own yard."

rd, encourage children to think
family to which it belongs, and/
You may find a Web A or Web B
e webs with children.

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Benchmark Vocabulary Routine: Literary

THE ROUTINE

- 1 Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across many words that we have not seen or heard before. Authors often help us understand those words by giving context clues. Sometimes we need to look more closely at the word and break it into word parts. Sometimes we need to look in a dictionary for the definition of the word. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Include a breakdown of the word into syllables. Have children pronounce the word and share context clues about its meaning. This brings children back into the text. Help them identify the part of speech.
- 3 Have a volunteer look up the word in a dictionary and read the definition. Help children understand the meaning as it is used in the text to ensure comprehension. For example, *Delicate* can be defined as "being of fine weave, quality, or make" or as "fragile or easily torn." The text says, "Although it is made of thin, delicate strands, the web is not easily broken." The words *not easily broken* help readers realize that *delicate* is referring to the "being of fine weave, quality, or make." You might say that Charlotte's web is "a fine work of art."
- 4 Use the word in other ways, for example, *Making a beaded necklace is delicate work.* Then discuss the word in more depth, possibly distinguishing it from words with similar shades of meaning. For example, *Why do you think E. B. White used delicate instead of fragile to explain the strands of a spider's web?*
- 5 Have children compare and contrast the word with synonyms. For example, *How is dainty different from delicate? How is fragile different from delicate? How is extraordinary different from delicate?*
- 6 Have children turn to a partner and use the word in a quick one-minute conversation. This will help them become more proficient in using the word.
- 7 Guide children to carefully consider word choice and shades of meaning among closely related words as they incorporate new vocabulary when writing in response to literary text.

Going Deeper

You may choose to do these additional activities once children are familiar with the Benchmark Vocabulary Routine for Literary Text.

- Have children create graphic organizers to show synonyms or morphological family members of the word. For example, teaching the words *familiar*, *unfamiliar*, and *familiarity* with the word *family* helps children understand how words in English work.
- Add vocabulary words to a word wall by categories. Encourage children to notice when others use the vocabulary words in their writing.
- Discuss similes, metaphors, and personification, and have children record examples of each in their vocabulary notebooks.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, or fear words.

TERMS TO KNOW

metaphor A *metaphor* is a figure of speech in which a comparison is implied but not directly stated. For example, "the sun was a flaming torch in the noon sky."

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family prepares children to make connections between words and determine word meaning.

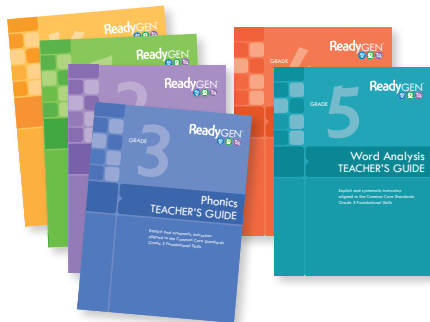
personification *Personification* is a figure of speech in which animals, things, or ideas take on human qualities. For example, "the eerie shadows danced on the wall of the tent."

simile A *simile* is a figure of speech in which a comparison of two unlike things is directly stated, usually using the words *like* or *as*. For example, "the water was as smooth as glass."

UNIT 4 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Writers understand that a character's actions, thoughts, and feelings are revealed through details.

WRITING FOCUS Write a scene between the main characters in which their points of view are revealed.

LESSON 2

Teacher's Guide, pp. 22–31

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write a paragraph about a chosen character and how he or she faced the challenges of the earthquake.

LESSON 6

Teacher's Guide, pp. 62–71

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Recount and write a sequence of events from one of the main characters' lives that is connected to a historical or scientific event using temporal words to sequence events.

LESSON 7

Teacher's Guide, pp. 72–81

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Write a scene from one character's point of view that conveys the central message of the story.

LESSON 11

Teacher's Guide, pp. 112–121

READ Text Collection "The Fool on the Hill," "Mother of the Mountains," and "I Am Boom"

READING FOCUS Writers understand that a character's actions, thoughts, and feelings are revealed through details.

WRITING FOCUS Plan and draft an original myth about what causes thunder.

LESSON 12

Teacher's Guide, pp. 122–131

COMPARE
• *The Earth Dragon Awakes*
• *Seek the Sun*

READING FOCUS Writers understand that a character's actions, thoughts, and feelings are revealed through details.

WRITING FOCUS Revise the original myth using descriptive words and details.

Facing Challenges and Change

LESSON 3

Teacher's Guide, pp. 32–41

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Writers understand that a character's actions, thoughts, and feelings are revealed through details.

WRITING FOCUS Rewrite a scene from a character's point of view including the character's thoughts, feelings, and actions.

LESSON 4

Teacher's Guide, pp. 42–51

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write an opinion of their feelings about the actions of one of the main characters.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book *The Earth Dragon Awakes*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Create an original scene by adding to an existing scene within the text and using temporal words.

LESSON 8

Teacher's Guide, pp. 82–91

READ Text Collection *Seek the Sun*

READING FOCUS Writers understand that a character's actions, thoughts, and feelings are revealed through details.

WRITING FOCUS Write a new scene for the story that expresses the builder's or the neighbor's point of view.

LESSON 9

Teacher's Guide, pp. 92–101

READ Text Collection *Seek the Sun*

READING FOCUS Readers understand that characters face challenges in stories.

WRITING FOCUS Write how the characters faced a challenge using thoughts, feelings, and actions to reveal character responses.

LESSON 10

Teacher's Guide, pp. 102–111

READ Text Collection *Seek the Sun*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Create a storyboard of the main events of the story making pictures as detailed as possible to show feelings and actions.

LESSON 13

Teacher's Guide, pp. 132–141

COMPARE

- *The Earth Dragon Awakes*
- *Seek the Sun*

READING FOCUS Learners understand that facing challenges leads to change.

WRITING FOCUS Edit the original myth for correct spelling and grammar.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 142–149

TASK: SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will take into consideration the character's perspective and cultural background. Children will write a scene from Chin's or Henry's point of view that includes details to describe how the character feels and what he is thinking. Children will describe the actions of the character, use temporal words to signal event order, and provide a sense of closure.

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the unit concept. Pacing also varies according to the makeup of each classroom.

Each lesson's Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit*.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- How do the characters in the text respond to major events and challenges?
- Retell the story. What is the central message of the story?

CRAFT AND STRUCTURE

- What happens in the beginning, middle, and end of the text?
- How do two characters in the story have different points of view? List evidence from the text to support your thinking.

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the characters or themes in this text similar to or different from those in another text you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main idea of the text? How do key details support the main idea?
- How are the events or concepts in the text connected to each other?

CRAFT AND STRUCTURE

- What text features are used in the text? How do they help you locate information?
- What is the author's purpose for the text? What does the author want to answer, explain, or describe?

INTEGRATION OF IDEAS

- How do the illustrations help you understand the text?
- How do reasons support specific points the author makes?

See the Independent Reading Routine on pp. TR22–TR25.

Routines are an integral part of the **ReadyGEN** instructional design as they support teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

"Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program."

Sharon Vaughn, 2013

Facing Challenges and Change

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Come to discussions prepared.
- Build on the ideas of other group members by linking your ideas to the remarks of others.
- Gain the floor in respectful ways.
- Listen to others with care and accept differences of opinion.
- Talk one at a time.
- Ask the speaker questions if you don't understand what he or she is saying.
- Use an agreed-upon rating system to rate the texts.

See the Text Club Routine on pp. TR26–TR29.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding: *Readers understand that characters face challenges in stories.* As you build your Text Club library, consider using the texts below.

The Name Jar

by Yangsook Choi
Literary Text
Lexile 290L

My Name Is Yoon

by Helen Recorvits
Literary Text
Lexile 320L

Where Are Your Manners?

by Deborah Underwood
Informational Text
Lexile 460L

Afternoon on the Amazon

by Mary Pope Osborne
Literary Text
Lexile 290L

Shoeshine Girl

by Clyde Robert Bulla
Literary Text
Lexile 330L

Quake!

by Gail Langer Karwoski
Literary Text
Lexile 770L

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the ReadyGEN™ Leveled Text Library.

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A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

(A text club) “integrates reading, writing, student-led discussion groups, whole-class discussions, and instruction.”

Taffy Raphael, *The Reading Teacher*, 1994

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.2.1, RL.2.2, RL.2.3, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.10; RF.2.4

Rationale

Independent Reading is reading children do on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with text that they can access with great accuracy.

Including Independent Reading as a part of the daily activities in your classroom is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts in a variety of genres and assess that children understand what they read on their own.

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 20 minutes devoted to children reading independently.

TR22 Unit 4 • Independent Reading Routine

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to children. For example, Independent Reading is your time to choose the books you want to read. Keep in mind that the book you choose to read should allow you to practice some of the things we have talked about during our Read Aloud and Shared Reading time. The book should not be too easy or too hard. When choosing a book, open to a page of text. You should know many or most of the words on the page.
- 2 Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3 Provide children with a focus for the day's Independent Reading. For example, you might have children focus on how the author transitions readers from one event or scene to another.
- 4 Check in with children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated due to significant challenges.
- 5 As you check in with individual children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies the child uses to overcome challenges he or she may face. Open-ended questions may include, In what ways has the author supported your understanding of this topic? or What is the most important thing you have read so far?
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for Independent Reading that day. Have children reflect on their reading by writing briefly about what they read. You might also have them write about the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

TR24 Unit 4 • Independent Reading Routine

g Routine TR23

"Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge."

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
"The Challenge of Challenging Text." *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS
 RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10; RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10; SL.2.1, SL.2.2, SL.2.3, SL.2.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss different genres. By reading and discussing multiple genres, children develop genre knowledge and build their own genre preferences. As they participate in peer conversations centered around one text, children develop critical and creative thinking skills. These skills carry over to children's independent reading, helping them connect to texts in more thoughtful ways. Children learn personal responsibility as they prepare for each club meeting. They also begin to assess their own learning.

As you prepare to implement Text Clubs:

- Consider the reading abilities and interests of children. You will want to gather a set of texts that allows for all readers to be successful at reading.
- Model thoughtful responses about texts through Read Alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR26 Unit 4 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- To gain children's interest, preview texts by reading a few pages aloud, giving children background information on the author, or sharing some visual aspects of the text.
- Initially, have groups meet for 5 minutes to discuss an aspect of a text.

Text Club Routine

THE ROUTINE

- 1 Introduce children to Text Clubs. For example, *You will read the text on your own. Then, in your Text Club you will each share your thoughts with the other members. For example, you might talk about the author's message. Each of you will have a job that will help your Text Club discussions be successful.*
- 2 Introduce and model Text Club roles. Initially, give children the opportunity to practice each role. Eventually, children within each newly formed group should be responsible for deciding who will assume each role. Sample roles include:
 - **Discussion Leader:** leads the group discussion and keeps everyone on task
 - **Word Wizard:** selects and defines interesting or important vocabulary
 - **Connector:** points out text-to-text connections
 - **Summarizer:** writes and shares a short text summary
 - **Illustrator:** creates a drawing or diagram connected to the reading
 - **Investigator:** finds and shares interesting information about the book, author, or topic with the group
- 3 Preview 4–6 texts children may read in Text Clubs. Include a variety of text levels, allowing children to choose texts they will be successful reading. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4 Children read the text on their own and prepare for the Text Club meetings. Children may have multiple Text Club meetings and assignments over a period of a week or two as they read longer texts. Depending on their roles, children may have additional work to do ahead of time. For example, the Discussion Leader may want to write discussion questions.
- 5 Children meet and discuss what they've read. Meet with each group to assess comprehension of the text. If need be, prompt discussions with questions, such as *How did this text help you understand new information?* or *In what ways did the author give details about the characters?*
- 6 After Text Club discussions, have children decide how they want to share the text with the class. For example, they may choose to give a summary, share facts they learned, or talk about the author's craft.
- 7 Debrief with each Text Club to assess how the group felt about their discussions. Have them rate the quality of their discussions with four stars being the best rating. Have children share the reasons for their ratings.

TR28 Unit 4 • Text Club Routine

“In small groups, we are smarter. In well-structured groups, we leverage each other's thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together.”

Stephanie Harvey and Harvey “Smokey” Daniels

Small Group Center Ideas

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

During Small Group instruction in *ReadyGEN*, children, can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that characters face challenges in stories.

CENTER TASKS

- Have children share a challenge that a character faced from an independent reading book with a partner.
- Have children create a visual that clearly shows characters facing a challenge from an independent reading book.
- Have children list books that they have read that include characters facing challenges. Add these lists to a class collection.
- Have children write book reviews that recommend stories in which the characters face and overcome challenges.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that a character's actions, thoughts, and feelings are revealed through details.

CENTER TASKS

- Have children write short narratives that focus on a character's actions, thoughts, and feelings.
- Have children write a myth about the cause of earthquakes in which details reveal the characters' actions.
- Have children write a simple narrative without temporal words, with each sentence on a different strip of paper. Then have them work with partners to order each other's stories and add temporal words.

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

David Pearson, *The Voice*, 2002

Facing Challenges and Change

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand a character's actions, thoughts, and feelings are revealed through details.

CENTER TASKS

- Have children add words and phrases to the class word wall that relate to or identify the central messages of stories.
- Have children create "Central Message" vocabulary lists. As they read books during independent reading, have them add interesting words to their lists that help them determine the central message of stories.
- Have children create a T-chart with the headings "Character Actions, Thoughts, and Feelings" and "Central Message." Have them list character actions, thoughts, and feelings in the first column. In the second column, have them list one word that could be the central message associated with the particular action, thought, or feeling.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that facing challenges leads to change.

CENTER TASKS

- Have children research the Chinese or Japanese culture and create a poster displaying challenges they have faced in the United States.
- Have children research two different cultures and create a compare-and-contrast chart on a word processing document.
- Have children research how the Chinese have established Chinatowns in many major cities.

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"The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts."

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

LESSON 1

1

LESSON 1 OBJECTIVE

Compare and contrast different points of view.



READING OBJECTIVES

Identify genre: historical fiction.



Use text evidence to answer questions during a close reading.



See Text Complexity Rubrics on pp. TR66–TR72.



Read Anchor Text

Build Understanding

INTRODUCE Review with children that there are different genres of fiction and nonfiction. Explain that *The Earth Dragon Awakes* is a historical fiction novel based on real-life facts, but includes characters that are fictional. The facts are based on the 1906 earthquake in San Francisco. Readers learn about this factual event through characters' actions, thoughts, and feelings as they experience the earthquake. Explain that the Enduring Understanding for this lesson is: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

LESSON 1 FIRST READ Explore the Text

ENGAGE CHILDREN Read the synopsis of *The Earth Dragon Awakes* on the back cover, and then read the first page in the book aloud. Explain that here the author previews a scene. Then point out that chapters in this book begin with information about the time and place. Introduce the Essential Question for this lesson: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

READ ALOUD *The Earth Dragon Awakes* pp. 1–16 Read the first four chapters aloud. Use the **Read Aloud Routine** on pp. TR14–TR17. As you reread during the lesson, have children read in their books as they are capable. In this first reading, children should focus on understanding the “gist” of the text and identifying main characters and setting. Following the reading, discuss the questions below.

- How are Henry and Chin alike and different?
- What did you learn about San Francisco's Chinatown?
- What questions do you have?

Have children use p. 181 in the *Reader's and Writer's Journal* to record their answers to one of the questions. Use children's written responses to monitor progress.

The *Reader's and Writer's Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on key ideas and details as they talk about the text's genre and the events of the first four chapters. Use the following prompts to lead the discussion.

- **This book is historical fiction. What parts seem to be based on historical facts?** (Chin goes to Chinese school instead of American school; the difficulty of immigrating to the United States; the importance of Ah Sing's salary) **Key Ideas and Details**
- **What does the book's title refer to?** (On p. 14, the author tells about the Earth Dragon. The Chinese characters believe that an earthquake is caused by a dragon that lives underground.) **Key Ideas and Details**
- **How does the information in Chapter 1 help readers?** (It previews what is about to happen and sets the story's scene.) **Why do you think the author wrote a chapter about this information instead of adding it to Chapter 2?** (He wanted to give an overview of what is happening in the city before he focuses readers' attention on the main characters.) **Craft and Structure**
- **What do we learn about the characters? How are they alike? How are they different?** (The Travis family lives together, while the rest of Ah Sing and Chin's family is still in China. Both seem like typical boys. They both like to read adventure books and dream of doing something exciting when they grow up.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** On pages 8–9, the author interrupts the story with factual information. **How does the author help readers understand what plates are?** (He gives a lot of details that explain plates and how they work.) **He explains that plates "bump and grind." What other words help you understand this action?** (He says, "sometimes they shove very hard.")

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

SIMILES The author uses similes to help describe. Discuss these similes with children, helping them understand the relationships between the objects being compared. p. 9: "The two plates shove each other like two wrestlers"; p. 12: "Like a long metal snake, it [cable car] wriggles along its track"; p. 12: "Streetlamps glitter like jewels"; p. 12: "American houses perch shoulder to shoulder like pigeons."

STRATEGIC SUPPORT

ANALOGIES Help children understand the term *penny dreadful*, relating it to books that parents today might consider to be similar to the cowboy books Henry and Chin read. Reread p. 7 with children and talk about how the author's words help readers understand this term.

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"What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. "

Kathleen F. Clark and Michael F. Graves, *Scaffolding students' comprehension of text*, International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

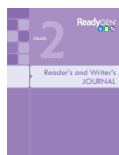
Identify how words supply meaning in a story. **RL.2.4**

Correctly use words from the text. **L.2.6**

Identify point of view. **RL.2.6**

BENCHMARK VOCABULARY

- dialect, p. 12
- tenement, p. 13



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *The Earth Dragon Awakes*, pp. 12–13, with the words *dialect* and *tenement*.

TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR36–TR41, teach the meaning of *dialect*. Then use the information on pp. 2–5 as a guide to expand children's vocabulary through discussion of the words that are connected to *dialect*. Repeat for the word *tenement*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 182 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the **Whole Class Discussion Routine** on pp. TR6–TR9. Review the genre, historical fiction. Think-aloud about this kind of genre. *The Earth Dragon Awakes* is a fictional story about a real event, the San Francisco earthquake of 1906. The author includes facts about this event. Pages 8 and 9 provide readers with factual background information about what happens underground during an earthquake.

As a whole class, discuss how historical facts add to the story. For example, revisit the scene about immigration on p. 6. Discuss how the scene was based on facts of immigration during the early 1900s.

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR2–TR5. Ask children to reread the sixth paragraph on p. 11 and answer this question: *What do you think about Ah Sing's decision to go back home instead of staying with the Trivises? Do you think that staying overnight in Chinatown helps Chin remember that he is Chinese?* (Possible response: I would have stayed at the Trivises because it was so late at night. I think that Ah Sing can help Chin remember his heritage in different ways.)

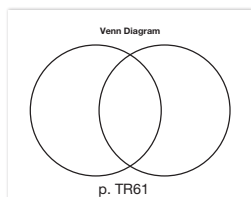
“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Language Analysis

POINTS OF VIEW Explain that an author gives characters different points of view.

CITE TEXT EVIDENCE Revisit the first four chapters. Focus on how the author reveals points of view through what the characters say and do.

- **What words does the author use to describe the earth?** (p. 8: "The earth is not solid. . . . It is so hot that even rock melts.") **Why is understanding the author's point of view important to the story?** (Understanding how an earthquake happens will help readers better understand the story events.)
- **In what ways do the points of view of Mr. and Mrs. Travis differ in Chapter 2?** We can list those on either side. (p. 2: Mr. Travis thinks Ah Sing has shrunk his shirts; Mrs. Travis thinks Mr. Travis needs to diet; p. 5: Mrs. Travis wants to take an umbrella along; Mr. Travis thinks it's not needed.) **How are their viewpoints similar?** Write this similarity in the center. (p. 7: Both think the cowboy books are dreadful.)



WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Independent Reading Practice

LANGUAGE ANALYSIS: POINTS OF VIEW Have children complete a Venn Diagram, comparing the points of view of two characters in Chapter 4. Remind children to use text evidence.

WRITING IN RESPONSE TO READING Have children turn to p.185 in the *Reader's and Writer's Journal* to review this prompt: *What points of view do the boys have about their fathers?* Use text evidence to explain.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, have them look for different points of view. Use the **Independent Reading Routine** on pp. TR22–TR25.

INDEPENDENT

Reading Wrap-Up

SHARE WRITTEN RESPONSES Wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR42–TR45.

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Independent Reading Practice offers students an opportunity to extend and apply what they have learned from anchor and supporting texts in their whole-group Focused Reading Instruction.

"The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner."

P. David Pearson and Margaret Gallagher

READING
OBJECTIVE

Identify points of view. **CC RL.2.6**



The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . children struggle to identify points of view,
then . . . use the Language Analysis support below to help them understand how characters' thoughts, feelings, and actions help define their points of view.

If . . . children need extra support to understand the historical fiction text,
then . . . use the Close Reading support below to provide scaffolded support for pp. 8–9.

LANGUAGE ANALYSIS

Reread Chapter 4 with children. Have them notice the characters' different points of views about different things. For example, on p. 13, Chin is anxious to return to their room while Ah Sing is happy to run errands. Have children locate text evidence that helps them understand these different points of view.

CLOSE READING

READ *The Earth Dragon Awakes* pp. 8–9 Read the text on these pages aloud as children follow along. Talk about the historical details these pages give to readers.

- **How are these pages different from the other pages we have read?** (The text states facts rather than fictional details.)
- **How are these facts important to understanding this historical event?** (The facts give readers some background knowledge about how the earth's plates work and how they can cause earthquakes. These facts can help readers better understand what is happening when they read about the earthquake later on in the story.)
- **What other historical facts does the author share in this chapter to help readers understand the importance of this story in history?** (The author says that it had been thirty-eight years

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR22–TR25.
- Text Clubs, pp. 8–9 and TR26–TR29.
- activities from Small Group Center Ideas, pp. 10–11.

“The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn

since the last strong earthquake, and that people have forgotten how bad an earthquake can be.)

Extensions

MONITOR PROGRESS

If . . . children understand how to identify point of view, then . . . use the Language Analysis extension below by having children work with a partner to discuss how two characters' points of view compare.

LANGUAGE ANALYSIS

Have children revisit the first four chapters in *The Earth Dragon Awakes*. With a partner, have children identify two characters whose points of view can be compared. Guide their partner discussions with these prompts:

- Find two characters whose points of view you'd like to compare. (Possible response: Mr. and Mrs. Travis) Then find text evidence that shows each character's point of view through what they say or how they act. Flag those details.
- Together, make a list of the details that illustrate their points of view. With each detail, ask yourself if the characters' actions or thoughts illustrate their points of view. Make note of this next to the detail. (Possible response: The actions of Mrs. Travis when she pats the belly of Mr. Travis show her point of view that he needs to lose weight; Mr. Travis states his point of view about his belly through his words, stating that it is "as solid as the earth.")
- After you make your list of details, what do you notice about how characters' points of view are revealed? (Possible response: What they say tells a lot about their points of view. Their thoughts tell more about their points of view than their actions.) Have children write a paragraph or two about how characters' points of view are revealed and how they can apply what they have learned to their own writing.

PHONICS For systematic and explicit instruction in phonics, use the *Grade 2 Phonics Teacher's Guide*, pp. 94–97.

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

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Extensions instruction targets both on-level and accelerated readers to help them deepen and expand their understanding of complex text.

Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small-group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Even in first grade, students begin to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Understand how points of view are illustrated through a character's thoughts, feelings, and actions.

CC.1.2.6

Identify common and proper nouns.

CC.1.2.2

Writing

Narrative Writing

POINTS OF VIEW

TEACH Review the idea that authors use details in their writing to describe a character's actions, thoughts, and feelings, and that these details help determine a character's point of view as well.

Talk about the importance of understanding point of view when reading a historical fiction text. Explain that many times the factual event that is the basis of the historical fiction story is seen in different ways through different characters' eyes. This allows readers to see the event in a variety of ways. Acknowledge that this also happens in real life—people have different points of view about different events that occur in life.

During reading, readers can attend to the points of view of the different characters by keeping the following questions in mind as they read:

- Who is telling about the event?
- What words are used to express feeling?
- What words express action?
- What words express a character's thoughts?
- How do all of these details relate to the character's point of view?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through discussion, help children find examples of words or phrases that express a character's point of view. Revisit p. 3.

"Maybe I could go to the skating carnival with Ah Sing," Henry says **hopefully**.
"I know you're dying to try your new skates," his mother says, "but the carnival's **not for children**."

Henry's use of the word **hopefully** tells that he wants to go to the carnival badly. His mom's point of view tells just the opposite—that the carnival is not for children.

Revisit p. 5 and read the dialogue aloud.

"There isn't a rain cloud in the sky,"
protests Mr. Travis.

"You never know when an umbrella will
come in handy," his wife says calmly.

The author's word choices show how
points of view differ. *Protests* and
calmly tell readers the characters
have opposite views.

Explain to children that when they are writing and revising narrative stories, they can carefully craft their characters' points of view by using appropriate words to describe what they say, how they think and feel, and what they do. Remind children of the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through details.*

CONVENTIONS Common and Proper Nouns

TEACH AND MODEL Remind children that a noun is a person, place, or thing. Common nouns name general things, such as *girl*, *teacher*, and *mountains*. Proper nouns name specific things, such as *Maddie*, *Mr. Hatzu*, and the *Smoky Mountains*.

Common noun: I live in the city.

Proper noun: I live in New York City.

Common noun: The earth's surface is broken into pieces called plates.

Proper nouns: The North American Plate is next to the Pacific Plate.

Common nouns begin with lowercase letters. Proper nouns begin with capital letters.

PRACTICE Pair children up. Have one child name a common noun. Have their partner name a proper noun that corresponds with that common noun, for example, *baseball team* and *New York Yankees*. Have children take turns and see how many pairs they can name in one minute. For additional practice in identifying common and proper nouns, have children turn to p. 188 of the *Reader's and Writer's Journal*.



ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.

"We don't believe that writers are born. Instead, we believe that writers are created. They're created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we've found that a systematic approach, rather than a rigid, lock-step approach, increases students' performance in writing (and by extension, reading)."

Douglas Fisher and Nancy Frey, *Scaffolding Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVES

Participate in a shared narrative writing task.

W.2.3, W.2.7

Compare and contrast two characters' points of view. RL.2.6

Narrative Writing

PREPARE TO WRITE

POINTS OF VIEW Remind children of both the Essential Question: *How do writers show change through temporal words and details to describe actions, thoughts, and feelings?* and the Enduring Understanding: *Writers understand that a character's actions, thoughts, and feelings are revealed through the details.*

Explain that the class will write a scene that tells two characters' points of view. The points of view will be revealed through actions, thoughts, and feelings.

CHOOSE AN EXPERIENCE Ask children to think of main characters from *The Earth Dragon Awakes* they would like to write about. Then take a class vote to choose two characters to write about. Children will compare these characters' points of view.

CHOOSE AN EVENT Review Chapters 1–4 (pp. 1–16) with children and decide upon an event that they would like to write about. Again, take a class vote to choose an event, such as “getting ready for the opera.”

BRAINSTORM Ask children to name the thoughts, feelings, and actions the characters might engage in to reveal their points of view. For example, Ah Sing and Henry likely had differing points of view as they watched the Traveses get ready for the opera. What thoughts and feelings might these two characters express? What actions might they engage in? Write these ideas on chart paper.

WRITE Once children have chosen characters, an event, and noted thoughts, feelings, and actions, begin writing a scene. You will want to begin the writing and then prompt for volunteers to give you ideas to add to the writing. Remind children to revisit the brainstormed list of thoughts, feelings, and actions; to revisit the appropriate pages in the book; and to think carefully about characters' points of view.

MODEL SCENE *Ah Sing calmly helped Mr. and Mrs. Travis get ready for the opera. When Mrs. Travis frantically called out looking for her shawl, Henry yelled back, “Sorry, I can’t help. I’m doing my homework!” Ah Sing quietly appeared with the shawl draped over his arm. When Mr. Travis panicked because he had lost a button on his shirt, Henry retorted, “Well, just wear another shirt.” Ah Sing sewed a button on in no time. Henry had to giggle over his parents’ frantic ways. Ah Sing, on the other hand, stayed calm and said, “I am happy to help your parents. I am thankful for the work they give me. I am happy to make them happy.”*

Independent Writing Practice

WRITE Have children consider the points of view of Henry and Chin, and what they think about their parents. Children will flag text evidence that reveals the characters' points of view about their parents. Then, on a separate sheet of paper, children will write a scene between Henry and Chin in which their points of view are revealed. Children will turn to p. 189 in the *Reader's and Writer's Journal* to review the writing task. Have children:



1. flag text details that support the characters' points of view about their parents.
2. write a scene between Henry and Chin that reveals their points of view.
3. use thoughts, feelings, and actions to reveal characters' points of view.

Remind children to return to pp. 1–16 of *The Earth Dragon Awakes* to find text evidence and examples of how the author used thoughts, feelings, and actions to reveal characters' points of view.

APPLY While working on the Independent Writing Practice, have children check that they have capitalized their proper nouns.


USE TECHNOLOGY Have children work on computers, if available.

INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up

 Have volunteers share their scenes with a partner and compare the two characters' points of view. Use the **Writing Wrap-Up Routine** on pp. TR46–TR49.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

POINT OF VIEW English language learners may find it difficult to come up with words that describe a character's feelings or thoughts. Work with children to brainstorm lists of words that will give them various examples to choose from. For example, if a character is against doing something, words such as *angry*, *upset*, and *disagree* might help explain the character's feelings.

STRATEGIC SUPPORT

POINT OF VIEW Have children who struggle with finding text evidence work with you to find phrases or sentences that express Henry's point of view and Chin's point of view. In particular, have children examine pp. 6–7.

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Scaffolded Instruction

Look here first for opportunities to open access for special populations: English language learners, struggling readers, or accelerated learners.



OBJECTIVE

Write a narrative about a character who is facing a challenge. The narrative is told from the point of view of the main character.

W.2.3, RL.2.3

Performance-Based Assessment

TASK

SCENES TO REVEAL POINT OF VIEW

Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will think about how this character's point of view and cultural background affects how he thinks, feels, and acts.

Children will:

- write a scene from Chin's or Henry's point of view.
- in the scene, recount an elaborated event or a short sequence of events from Henry's or Chin's life.
- include details to describe how the character feels and what he is thinking.
- describe the actions of the character.
- use temporal words to signal event order.
- provide a sense of closure.

Children will present their narrative scenes, and, as a class, compare and contrast the characters' points of view and cultural backgrounds.

See p. 146 for a reproducible page to distribute to children.

TEACHER NOTE: You may wish to administer this assessment over multiple lessons.

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do characters respond to events and challenges? How do writers show change through temporal words and details to describe actions, thoughts, and feelings?*

REVISIT THE TEXT Remind children that in *The Earth Dragon Awakes*, Henry's and Chin's families face the challenge of surviving the 1906 earthquake and the ensuing fires in San Francisco that devastated the city.

"Chin and his father dig in the darkness. He just hopes they are digging out of the rubble. His arms ache.... Dust chokes his mouth and throat.... Fear twists inside Chin like a snake. He is so dry he cannot even cry....[He thinks they] will never escape. He thinks about his mother. She won't know how they died. Suddenly he... smells fresh air. He forgets his pain. He forgets he is tired."

— *The Earth Dragon Awakes*, pp. 33–34



"Henry thought that Marshal Earp was brave. But no outlaw was as deadly as Nature. This is an even bigger battle. And his father doesn't back down. He joins his father. Mrs. Travis is right by him. Soon everyone is digging again. These are ordinary people Henry sees every day. 'They're acting just like heroes,' he says to his mother."

— *The Earth Dragon Awakes*, p. 37

Remind children that each character responds to the challenge of surviving the earthquake differently, and that each character's point of view is unique. However, the characters may have similar points of view about some things as well.

- Have children choose Henry or Chin to write about.
- Have them write a scene from their character's point of view.
- Have them include details to describe how the character feels and what he is thinking.
- Have them describe the actions of their character.

"Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students' ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work."

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Have children who prefer to work alone work at their desks. Have children who need support or may be struggling meet in small groups for 10 minutes to talk about ideas for their scenes. Remind the class to use text evidence from the story to support their writing. Provide the Story Sequence B graphic organizer for children to make notes in while they are brainstorming in the group and to use while they write independently.

MATERIALS

- text: *The Earth Dragon Awakes*
- Story Sequence B graphic organizer
- pencils
- paper for narrative writing

BEST PRACTICES

- Provide clear expectations for the children meeting in groups.
- Organize the small groups away from the other children so that they do not disturb the ones working independently.
- Meet briefly with children to talk about their plan for their scene to ensure they are following the directions.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

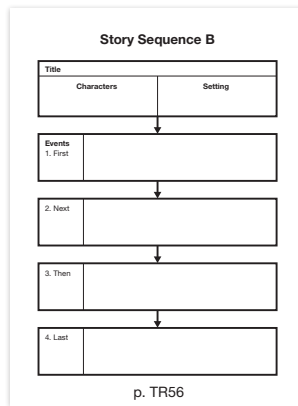
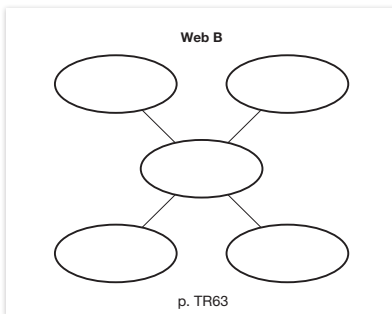
In order for all children to access the Assessment, additional supports can be provided as necessary.

CHECKLIST Provide a checklist that details expectations for this project. It can give points for each step so children are clear about what to do and what is being assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps.

EDITING TASKS After children complete a draft of their narrative, have them revise and edit it four times: once to add details describing actions, thoughts, and feelings; once to add temporal words; once for spelling; and once for punctuation.

GRAPHIC ORGANIZERS Children may want to use the Web B graphic organizer to brainstorm details that tell the character's thoughts and feelings. They can use Story Sequence B graphic organizer to organize their thinking about the sequence of events in their narrative.



Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade 2 • Unit 4 • Module A

TASK

Scenes to Reveal Point of View

Consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Think about how this character's point of view and cultural background affects how he thinks, feels, and acts.

Remember to:

- write a scene from Chin's or Henry's point of view.
- in the scene, recount an elaborated event or a short sequence of events from Henry's or Chin's life.
- include details to describe how the character feels and what he is thinking.
- describe the actions of the character.
- use temporal words to signal event order.
- provide a sense of closure.

Present your narrative scene to your classmates, and, as a class, compare and contrast the characters' points of view and cultural backgrounds.

The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible and can be used to track student growth as well as to identify areas in which students need additional support. Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Character is fully introduced, and his point of view is clearly described.	Narrative has a beginning, a middle, and an ending that concludes the action.	Narrative contains several details that tell the character's thoughts and feelings.	Narrative contains several temporal words and phrases to show sequence of events.	Narrative contains correct grammar, usage, capitalization, and spelling.
3	Character is introduced, and his point of view is described.	Narrative has a beginning, a middle, and an ending.	Narrative contains details that tell the character's thoughts and feelings.	Narrative contains temporal words and phrases to show sequence of events.	Narrative contains a few errors but is completely understandable.
2	Character is named, and his point of view is somewhat described.	Narrative has a beginning and an ending.	Narrative contains few details that tell the character's thoughts and feelings.	Narrative contains few temporal words and phrases to show sequence of events.	Narrative contains some errors in grammar, usage, capitalization, and spelling.
1	Character is named, but it is not clear what his point of view is.	Sequence is hard to follow and unclear.	Narrative contains one detail that tells the character's thoughts or feelings.	Narrative does not contain enough temporal words to make sequence of events clear.	Narrative is difficult to follow because of frequent errors.
0	Possible characteristics that would warrant a 0: • no response is given • child's response is unintelligible, illegible, or completely off topic				

and

received a low score (0, 1, or 2) on ons to support them with specific Assessment. Graphic organizers and a children to success as they complete its throughout the school year.

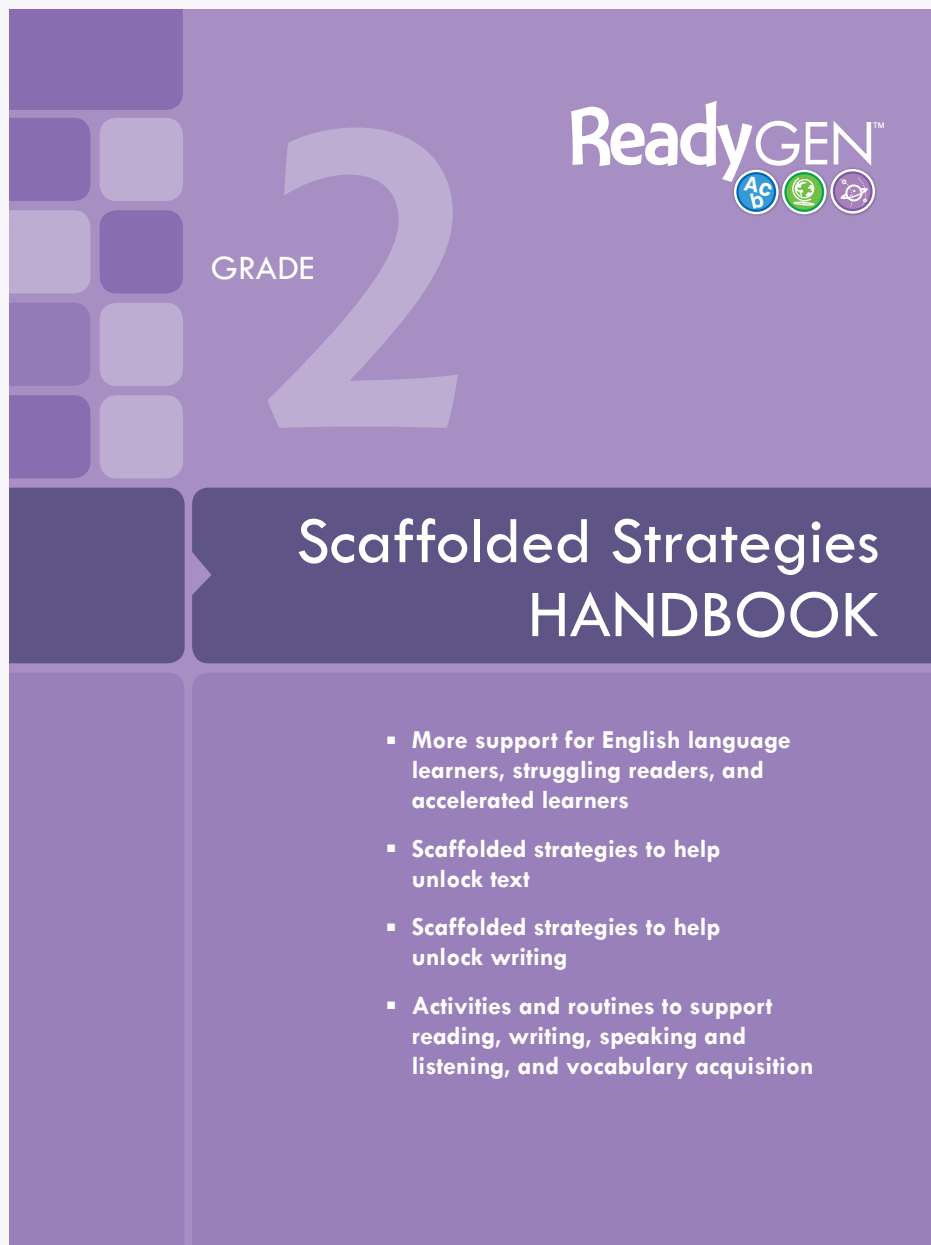
character's point of view, m with a graphic organizer, such as e it will help them brainstorm character gs that reveal point of view.

g a story sequence that unfolds

m with a Story Sequence graphic will help them visualize the story

ng temporal words, of temporal words and posting it in help them when they write narratives

ing that concludes the action, Remember that pointing out the variety of endings in stories will broaden their experience and appreciation for how stories are crafted.



“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
 “Top 10: Teaching Writing in the Common Core Era”

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The *Scaffolded Strategies Handbook* is divided into three parts:

Unlock the Text, Unlock the Writing, and Routines and Activities.

The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete each Performance-Based Assessment. The Routines and Activities section is a teacher's toolbox of activities to support English language learners and struggling readers and writers.

Unlock the Text



QUALITATIVE MEASURES

Levels of Meaning	event-driven plot with deepening character development; themes of heroism; factual earthquake information
Structure	chapters; chronological order with cause-and-effect elements; shifts between narrative and informational content
Language Conventionality and Clarity	figurative language; content-specific vocabulary
Knowledge Demands	earthquakes; the effects of natural disasters; immigrant life

Each lesson in the Scaffolded Strategies Handbook is divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

Prepare to Read

LEVELS OF MEANING

The Earth Dragon Awakes is a story about how two families are affected by the Great Earthquake of 1906. Although it is a fictional narrative, it is based on a real natural disaster, and it includes factual information about the science of earthquakes.

STRUCTURE

PREVIEW Prior to reading, have students flip through the pages of the book and discuss what they notice about the organization of information in the story. Ask: *How are the chapters of the story divided?* (like a journal with times of day, dates, and locations) *What does this tell you about the structure of the story?* (The events of the story are told in time order.) *Why are the locations included in these chapter titles?* (The location descriptions help the reader to keep track of which family he or she is reading about and where the family has traveled.)

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Students may need extra support to understand scientific terms in this text. Support understanding by creating a word wall with words related to plate tectonics and earthquakes. Use video clips or pictures as additional support when introducing the words.

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STRUGGLING READERS

Have students work in groups to create a vocabulary list that categorizes the words. Ask students to think about the criteria they would use to group unfamiliar words. For example, they may choose to group words about earthquakes, firefighting, or San Francisco.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

To help students identify and distinguish between causes and effects, remind them that some causes have multiple effects, and some effects have multiple causes.

100 Grade 2 • Unit 4 • Module A

STRUGGLING READERS

To help students keep track of format shifts, have them create a time line. On the time line, include the date and time of the section and the main event that occurs.

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Preview and Review Vocabulary Routine in Part 3 to assess what students know about words such as the following: *tenement, earthquake, plates, tremor, fault, core, aftershock, mains, cisterns*. Use the words in sentences that relate to the context of the reading. Reinforce comprehension by relating the words to students' experiences. You can also use the Vocabulary Activities and Games in Part 3 to preteach critical vocabulary words.

COGNATES Use the list of Spanish cognates at the beginning of this module to guide your Spanish-speaking students as they read the text.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Ask students to share what they know about earthquakes. Use the Quick Write and Share Routine in Part 3 and ask: *What are earthquakes? What happens during an earthquake?*

Before students get started, model describing what you know about earthquakes using an example, such as: *When I was young, I visited Catalina Island in California for vacation. The whole island smelled like seaweed. It was very unpleasant. A friendly store clerk told me there had been an earthquake just a few days before I had arrived there. It shook beneath the water and stirred up all the seaweed from the bottom of the bay. It was a small earthquake, so there was no damage to the island. It could have been much worse.*

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
What Does Text Complexity Mean for English Learners and Language Minority Students?, 2012

MORE SUPPORT

The Earth Dragon Awakes 99

MORE SUPPORT

The Earth Dragon Awakes 101

The Express and Extend section of the *Scaffolded Strategies Handbook* allows students to respond to text by discussing and writing about their ideas.



Express and Extend

LEVELS OF MEANING

EXPRESS At the beginning of the selection, Henry and Chin think their fathers are boring, and the boys instead favor “real heroes” like the cowboy in the penny novels. Have students fill out the Three-Column Chart Graphic Organizer in Part 3 to show the differences among Chin’s and Henry’s fathers and the hero in the penny novels, using evidence from the text for support. Afterward, ask: *Do Chin and Henry’s opinions of their fathers change at the end of the story, or do they stay the same? Why do you think so?*

EXTEND Have students write a paragraph telling whether they think Henry’s father and Chin’s father are brave. Have them support their opinions with evidence from the text. Encourage students to use vocabulary from the selection in their paragraphs. Have partners share their ideas.

STRUCTURE

EXPRESS Have students reread two sections of either Henry’s story or Chin’s story. Ask: *Can either Henry’s or Chin’s story stand alone, or do they need to be together to make sense?* Students should support their answers with evidence from the text. If students say the stories need to be together simply because Chin references Henry and Henry references Chin, follow up by asking: *If those references were taken out, could either character’s story stand alone?*

EXTEND Ask students: *Why do you think the author included both Henry’s and Chin’s stories?* Have them write their responses and share them with the class.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

The large amount of figurative language in the text can be overwhelming for students who are unfamiliar with the English language. After reading passages heavy in figurative language, stop and review each example with students to make sure they understand what is being described.

STRUGGLING READERS

To analyze characters on a deeper level, as a class create a web graphic organizer for each character. Tell students to add details as they learn more about a character.

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following excerpt from *The Earth Dragon Awakes*. Read it aloud with students.

Higher and higher the Ham and Egg fire grows. It rears up like a giant monster. A tongue of flame licks its fiery mouth.

Ask: How is the fire like a monster? (It is scary.) What does it mean to “rear up?” (to throw one’s head backward) We know that a fire cannot really be a monster rearing its head, so what is the fire actually doing? (It is getting taller and spreading.) What does the phrase a tongue of flame refer to? (part of the flames that moves like a tongue licking at the air) Does the fire actually lick its mouth? (No, the fire is being compared to a monster licking its mouth because it is hungry.)

TEAM TALK Practice using figurative language by having students choose something else to compare to the fire and share it with a partner. Remind them to give reasons they chose to compare the fire with their new object. A response could be: I compared the fire with an angry horse, because when horses are angry they run around just like the fire is “running” over California.

If . . . students have trouble making a new comparison,

then . . . give them a list of options to choose from, such as puppy, warrior, and spider. Then, have students tell which comparison they think would work best and why.

EXTEND Have students write a paragraph explaining the effect of figurative language on the story. Ask: Which expression with figurative language made the most sense to you and why? Would the story be as interesting or as informative if it did not have figurative language? Why or why not?

KNOWLEDGE DEMANDS

EXPRESS Have students work in small groups to locate details in the text about Chinese immigrants. After those details have been recorded, have students review details about Henry’s life. Then, have students discuss why Chin and Henry live so differently.

If . . . students have difficulty finding details about Chinese immigrants or Henry’s family, then . . . have them refer to the Venn diagram they created earlier in the lesson for clues.

EXTEND Have students write a letter from Chin to his mother in China with details about life in Chinatown before the Great Earthquake and Fire.

ACCELERATED LEARNERS

Have partners take on the role of Chin or Henry and interview each other about their experiences, using evidence from the text. The interviewer should ask questions regarding the character’s most frightening experience, how he felt during and after the earthquake, and how he felt when he left his home.

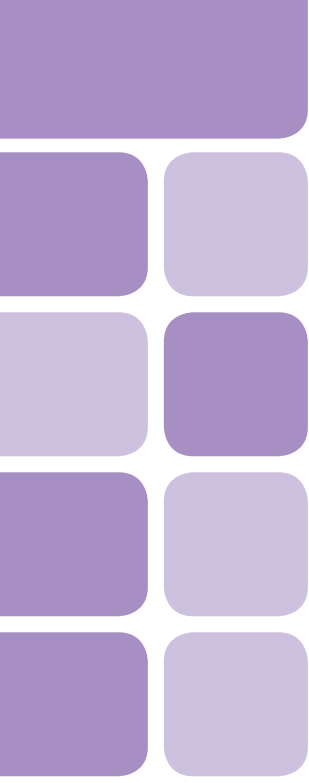
The Earth Dragon Awakes 103

MORE SUPPORT

Activities to extend the lesson provide opportunities to engage and challenge all learners.



Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade 2

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR LITERATURE												
RL.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.	●		●	●	●	●	●	●	●	●	●	
RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.		●	●				●			●		
RL.2.3 Describe how characters in a story respond to major events and challenges.	●		●	●	●		●			●	●	
RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.	●	●	●	●	●	●	●	●	●	●	●	
RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	●	●	●		●	●	●			●		
RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.	●		●		●	●	●			●		
RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.	●		●			●	●			●	●	
RL.K.8 (Not applicable to literature)												
RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.							●					
RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.	●		●		●	●	●		●	●	●	
READING STANDARDS FOR INFORMATIONAL TEXT												
RI.2.1 Ask and answer such questions as <i>who</i> , <i>what</i> , <i>where</i> , <i>when</i> , <i>why</i> , and <i>how</i> to demonstrate understanding of key details in a text.		●		●	●	●		●	●	●	●	●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>												
RI.2.2 Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.		●		●	●	●		●	●	●	●	
RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.		●			●	●		●		●	●	●
RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.		●		●	●	●		●	●	●	●	●
RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.		●		●	●	●		●	●	●		●
RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.		●		●	●	●		●	●	●	●	●
RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.		●		●		●		●	●	●	●	●
RI.2.8 Describe how reasons support specific points the author makes in a text.				●		●		●	●		●	●
RI.2.9 Compare and contrast the most important points presented by two texts on the same topic.		●		●				●	●		●	
RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.		●		●	●	●		●	●	●	●	●
READING STANDARDS: FOUNDATIONAL SKILLS												
RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.	★	★	★	★	★	★	★	★	★	★		★
RF.2.3.a Distinguish long and short vowels when reading regularly spelled one-syllable words.	★	★			★	★						
RF.2.3.b Know spelling sound correspondences for additional common vowel teams.							★	★	★	★		
RF.2.3.c Decode regularly spelled two-syllable words with long vowels.	★	★			★	★		★				
RF.2.3.d Decode words with common prefixes and suffixes.									★	★		★

STANDARDS

Unit 1
Mod A

Unit 1
Mod B

Unit 2
Mod A

Unit 2
Mod B

Unit 3
Mod A

Unit 3
Mod B

Unit 4
Mod A

Unit 4
Mod B

Unit 5
Mod A

Unit 5
Mod B

Unit 6
Mod A

Unit 6
Mod B

READING STANDARDS: FOUNDATIONAL SKILLS *continued*

RF.2.3.e Identify words with inconsistent but common spelling-sound correspondences.

				★		★		★				
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RF.2.3.f Recognize and read grade-appropriate irregularly spelled words

★	★	★	★	★	★	★	★	★	★	★	★	
---	---	---	---	---	---	---	---	---	---	---	---	--

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

●	●	●	●	●	●	●	●	●	●	●	●	●
---	---	---	---	---	---	---	---	---	---	---	---	---

RF.2.4.a Read on-level text with purpose and understanding.

		●		●		●		●	●	●	●	●
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RF.2.4.b. Read on-level text orally with accuracy, appropriate rate, and expression on successive readings.

●	●	●	●	●	●	●	●	●	●	●	●	●
---	---	---	---	---	---	---	---	---	---	---	---	---

RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

			●	●		●		●	●	●		
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WRITING STANDARDS

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

			●						●		●	●
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W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

	●			●	●		●					
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W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

●		●				●			●			
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W.2.4 (Begins in Grade 3)

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W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

●	●	●	●	●	●	●	●	●	●	●	●	●
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W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

●	●	●	●	●	●	●	●	●	●	●	●	●
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W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

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W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

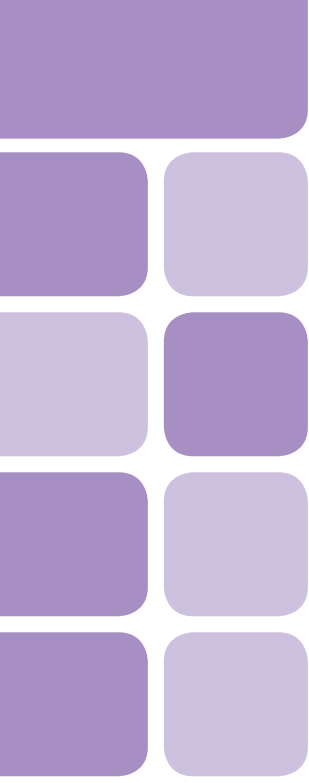
	●		●	●	●		●		●		●	
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STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
WRITING STANDARDS <i>continued</i>												
W.2.9 (Begins in Grade 4)												
W.2.10 (Begins in Grade 4)												
SPEAKING AND LISTENING STANDARDS												
SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	●	●		●	●	●	●	●	●	●	●	●
SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.	●	●	●	●	●	●	●	●	●	●		●
SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information or deepen understanding of a topic or issue.	●	●	●	●	●	●		●	●	●		●
SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				●	●	●		●	●	●	●	●
SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	●	●	●	●	●	●	●	●	●	●	●	●
SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.						●		●	●	●	●	
LANGUAGE STANDARDS												
L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	●	●	●	●	●	●	●	●	●	●	●	●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
LANGUAGE STANDARDS <i>continued</i>												
L.2.1.a Use collective nouns (e.g., <i>group</i>).	●						●					
L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>).	●						●					
L.2.1.c Use reflexive pronouns (e.g., <i>myself, ourselves</i>).	●						●					
L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>).	●						●			●		
L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.		●	●	●	●	●		●	●	●		
L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	●		●	●	●	●			●	●	●	●
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	●	●	●	●	●	●	●	●	●	●	●	●
L.2.2.a Capitalize holidays, product names, and geographic names.	●				●							
L.2.2.b Use commas in greetings and closings of letters.				●		●						
L.2.2.c Use an apostrophe to form contractions and frequently occurring possessives.		●	●					●	●			
L.2.2.d Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i> ; <i>boy</i> → <i>boil</i>).											●	
L.2.2.e Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.	●		●	●	●	●	●		●		●	●
L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	●	●	●	●	●	●	●	●	●	●	●	●
L.2.3.a Compare formal and informal uses of English.				●		●		●			●	
L.2.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.	●	●	●	●		●	●	●	●	●	●	●
L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.	●	●	●	●	●	●	●	●	●	●		●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
LANGUAGE STANDARDS <i>continued</i>												
L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i> , <i>tell/retell</i>).						●	●				●	
L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i> , <i>additional</i>).		●							●	●	●	●
L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i> , <i>lighthouse</i> , <i>housefly</i> ; <i>bookshelf</i> , <i>notebook</i> , <i>bookmark</i>).		●			●		●	●	●		●	●
L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.	●	●		●	●		●	●	●	●	●	●
L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.	●	●		●		●		●	●	●		●
L.2.5.a Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).									●	●		●
L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., <i>toss</i> , <i>throw</i> , <i>hurl</i>) and closely related adjectives (e.g., <i>thin</i> , <i>slender</i> , <i>skinny</i> , <i>scrawny</i>).	●								●		●	●
L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).	●	●	●	●	●	●	●	●	●	●	●	●

● = ReadyGEN Teacher's Guide ★ = ReadyGEN PhonicsTeacher's Guide



Unit Overviews

Vertical Standards Maps

Grade 2 Unit 1

Understanding Communities

MODULE A

PBA Description

Task: A New Scene

Children will write a narrative in which they add a scene to *Charlotte's Web*. They will choose a specific line from the text and insert their scene after that line. They will focus on one or two characters.

Essential Questions

Readers: How does connecting with the characters help readers connect to a story? **RL.2.6**
Writers: How do writers create characters that readers can relate to? **W.2.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text

Charlotte's Web by E. B. White 680L

Supporting Text (Text Collection): Literary Text

Snowshoe Hare's Winter Home by Gillian Richardson 540L

Poetry

"Pig" by Valerie Worth

"Something Told the Wild Geese" by Rachel Field

Standards Coverage

Reading: Literature

RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.b

Writing

W.2.3, W.2.5, W.2.6, W.2.7

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5

Language

L.2.1, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d, L.2.1.e, L.2.1.f, L.2.2, L.2.2.a, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.4.e, L.2.5, L.2.6

Goals

Readers will identify points of view of characters. **RL.2.6**

Writers will create stories from the points of view of familiar characters. **W.2.3**

Learners will explore content to develop their own opinions about characters and how they respond to their situations and interact in their communities.

Big Idea

Community Relationships

Enduring Understandings

Readers understand relationships between characters through the events and challenges in a story. **RL.2.6**

Writers understand that details and signal words help readers sequence events in a story. **W.2.3**

Learners will explore content to understand that relationships matter to a community.

Understanding Communities

MODULE B

PBA Description

Task: Rural Communities
Children will draw a rural scene from *On the Farm*. Children will include details about the rural community they have chosen based on the text and photos in *On the Farm*. Children will include important features, such as the people, plants, animals, and/or activities that can be found in that community.

Essential Questions

Readers: How do readers compare and contrast two facts on the same topic? **RI.2.9**
Writers: How do writers use explanatory details to develop points? **W.2.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
On the Farm by Julie Ferris 790L
Supporting Text (Text Collection): Literary Text
The House on Maple Street by Bonnie Pryor AD650L
Poetry
“Subways Are People Too” by Linda Oatman High
“Fishing in the Creek” by Lee Bennett Hopkins

Standards Coverage

Reading: Literature
RL.2.2, RL.2.4, RL.2.5
Reading: Informational Text
RI.2.1, RI.2.2, RI.2.3., RI.2.4., RI.2.5, RI.2.6, RI.2.7, RI.2.9, RI.2.10
Reading: Foundational Skills
RF.2.4, RF.2.4.b
Writing
W.2.2, W.2.5, W.2.6, W.2.7, W.2.8
Speaking and Listening
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5
Language
L.2.1, L.2.1.e, L.2.2, L.2.2.c, L.2.3, L.2.4, L.2.4.a, L.2.4.c, L.2.4.d, L.2.4.e, L.2.5, L.2.6

Goals

Readers will identify ways in which communities are connected through reading different texts and identifying main ideas. **RL.2.2**
Writers will write an expository piece with a main point and supporting facts. **W.2.5**
Learners will explore content to recognize the differences between rural and urban communities.

Big Idea

Community Relationships

Enduring Understandings

Readers understand the main topic in a text, and find supporting facts to prove it. **RI.2.1**
Writers understand that facts and definitions develop points and help readers understand what the author wants to explain, answer, or describe. **W.2.2**
Learners will explore content to understand that people in communities have different experiences based on where they live.

Grade 2 Unit 2

Making Decisions

MODULE A

PBA Description

Task: Decision Stories

In this unit, children have read stories in which the characters have needs and wants. Children will refer to Alexander from *Alexander, Who Used to Be Rich Last Sunday* and the girl from *A Chair for My Mother* and will create a character who needs or wants to buy something. Children will decide, as the author of this story, whether or not the character is able to buy it.

Essential Questions

Readers: How do readers identify beginnings and endings? **RL.2.5**

Writers: How does using details describing actions, thoughts, and feelings make stories more interesting? **W.2.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Alexander, Who Used to Be Rich Last Sunday
by Judith Viorst AD570L

Supporting Text (Text Collection): Literary Text
A Chair for My Mother by Vera B. Williams 640L

Poetry

“Money Matters” by Alan Katz
“Sharing” by Shel Silverstein

Goals

Readers will describe the structure of a story, with a special emphasis on beginnings and endings. **RL.2.5**

Writers will write a narrative that recounts a sequence of events using beginnings, endings, and details to describe actions, thoughts, and feelings. **W.2.3**

Learners will explore content to recognize that people make decisions based on their needs, wants, and the availability of resources.

Big Idea

Decisions

Enduring Understandings

Readers understand that knowing the structure of a story helps them comprehend the text. **RL.2.5**

Writers understand that use of details, descriptive language, and dialogue enhances writing. **W.2.3**

Learners will explore content to understand that people make decisions based on their needs and wants.

Standards Coverage

Reading: Literature

RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.b

Writing

W.2.3, W.2.5, W.2.6, W.2.7

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5

Language

L.2.1, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d, L.2.1.e, L.2.1.f, L.2.2, L.2.2.a, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.4.e, L.2.5, L.2.6

Making Decisions

MODULE B

PBA Description

Task: Decision Makers

Using the information from the informational text *Do I Need It? Or Do I Want It?* and the persuasive writing examples from the story *I Wanna Iguana*, children will write an opinion piece about something they want. Before writing, they will make a list of reasons why they want this, why they should have it, and a list of ways that they can achieve this want.

Essential Questions

Readers: Why does asking questions about a text help readers understand it better? **RL.2.1**

Writers: How do writers support opinions through reasons and explanations? **W.2.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Do I Need It? Or Do I Want It? by Jennifer S. Larson AD510L

Supporting Text (Text Collection): Literary Text
I Wanna Iguana by Karen Kaufman Orloff 460L

Poetry

“Lizard Lounging” by Tony Johnston

“Unfair” by Shel Silverstein

Standards Coverage

Reading: Literature

RL.2.1, RL.2.3, RL.2.4

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.9, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.b, RF.2.4.c

Writing

W.2.1, W.2.1, W.2.6, W.2.7, W.2.8

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5

Language

L.2.1, L.2.1.e, L.2.2, L.2.2.b, L.2.2.e, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.e, L.2.5, L.2.6

Goals

Readers will ask and answer questions about details and information in a text. **RL.2.1**

Writers will write an opinion using reasons to express their main purpose. **W.2.1**

Learners will explore content to recognize how people make choices based on needs, wants, and resources available.

Big Idea

Decisions

Enduring Understandings

Readers understand that questions help clarify and extend ideas. **RL.2.1**

Writers understand that authors use details and facts to support an opinion. **W.2.1**

Learners will explore content to understand that people make decisions based on their needs, wants, and availability of resources.

Grade 2 Unit 3

Building Ideas

MODULE A

PBA Description

Task: Biographical Sketches
Children will research an important person in American history. The research will focus on his/her everyday life, how this person was an innovator and creator of ideas, and what the contributions were that he/she made to our country. Children will research his/ her lifestyle and find out how the contributions have impacted the American way of life, both past and present.

Essential Questions

Readers: How do readers get information from text features and use text features to locate information? **RI.2.5**
Writers: How do writers gather ideas from different sources? **W.2.7**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Theodore Roosevelt: The Adventurous President
by Lisa DeMauro 570L
Supporting Text (Text Collection): Literary Text
Marching With Aunt Susan by Claire Rudolf Murphy AD650L
Poetry
“Lincoln” by Nancy Byrd Turner

Standards Coverage

Reading: Literature
RL.2.1, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10
Reading: Informational Text
RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.10
Reading: Foundational Skills
RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c
Writing
W.2.2, W.2.5, W.2.6, W.2.7, W.2.8
Speaking and Listening
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5
Language
L.2.1, L.2.1.a, L.2.1.e, L.2.1.f, L.2.2, L.2.2.a, L.2.2.e, L.2.3, L.2.4.a, L.2.4.d, L.2.6

Goals

Readers will use the chronological narrative text structure in a biography in order to understand the story of a person's life. **RL.2.5**
Writers will create a biographical sketch using multiple texts as sources. **W.2.2**
Learners will explore content to understand how one person's life can reveal big ideas about history concepts.

Big Idea

Development

Enduring Understandings

Readers understand the role text features and text structures play in reading informational texts. **RI.2.5**
Writers understand that incorporating multiple resources make research-based writing stronger. **W.2.7**
Learners will explore content to understand that researchers build ideas from multiple texts.

Building Ideas

MODULE B

PBA Description

Task: Parks for the People
Children will design a park, explain the qualities and characteristics of the newly designed park, tell how the park will benefit the community, and write rules for their park.

Essential Questions

Readers: What can we learn from reading about people's lives? **RI.2.6**
Writers: How do writers use both facts and story elements to tell a larger story about someone's life? **W.2.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
The Man Who Made Parks by Frieda Wishinsky 820L

Supporting Text (Text Collection): Literary Text
City Green by DyAnne DiSalvo-Ryan AD480L

Poetry

"City Trees" by Edna St. Vincent Millay
"Stone Bench in an Empty Park Poems" by Myra Cohn Livingston

Standards Coverage

Reading: Literature

RL.2.1, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.b

Writing

W.2.2, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.5, SL.2.6

Language

L.2.1, L.2.1.e, L.2.1.f, L.2.2, L.2.2.b, L.2.2.e, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.b, L.2.5, L.2.6

Goals

Readers use both pictures and print to glean information from a text. **RL.2.7**

Writers will create an explanatory text that introduces a topic and develops it through facts and definitions. **W.2.2**

Learners will explore content to understand how ideas become actions to improve a community.

Big Idea

Development

Enduring Understandings

Readers understand the value of biographical narrative as a lens into learning about historical events and time periods. **RI.2.6**

Writers understand that facts and definitions help develop points in writing. **W.2.2**

Learners will explore content to understand that turning an idea into action requires determination and hard work.

Grade 2 Unit 4

Facing Challenges and Change

MODULE A

PBA Description

Task: Scenes to Reveal Point of View
Children will consider the point of view of Chin or Henry in *The Earth Dragon Awakes*. Children will think about how this character's point of view and cultural background affects how he thinks, feels, and acts

Essential Questions

Readers: How do characters respond to events and challenges? **RL.2.3**
Writers: How do writers show change through temporal words and details to describe actions, thoughts and feelings? **W.2.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
The Earth Dragon Awakes by Laurence Yep 510L
Supporting Text (Text Collection): Literary Text
Seek the Sun by Phillis Gershator 740L AD650L
Poetry
"I Am Boom!" by Jack Prelutsky
"The Fool on the Hill" from a collection by Harry Devlin
"Mother of the Mountains" from a collection by Harry Devlin

Standards Coverage

Reading: Literature
RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.9, RL.2.10
Reading: Foundational Skills
RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c
Writing
W.2.3, W.2.5, W.2.6, W.2.7
Speaking and Listening
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.5
Language
L.2.1, L.2.1.a, L.2.1.b, L.2.1.c, L.2.1.d, L.2.2, L.2.2.e, L.2.3, L.2.4.a, L.2.4.b, L.2.4.d, L.2.4.e, L.2.6

Goals

Readers will recount and describe character challenges in narrative stories. **RL.2.3**
Writers will create narrative texts, which include events and challenges and characters' response to those challenges. **W.2.3**
Learners will explore content to understand challenges in communities.

Big Idea

Challenges

Enduring Understandings

Readers understand that characters face challenges in stories. **RL.2.3**
Writers understand that a character's actions, thoughts, and feelings are revealed through details. **W.2.3**
Learners will explore content to understand that facing challenges leads to change.

Facing Challenges and Change

MODULE B

PBA Description

Task: In the News

Planet Earth is in a constant state of change. Children will use information they have learned from anchor and supporting texts to write an informative newspaper article reporting on a natural event that causes planet change. Children can do additional research as necessary to report on their chosen natural event.

Essential Questions

Readers: How are ideas, events, and information presented in a text? **RI.2.5**

Writers: How do writers develop ideas with facts and definitions? **W.2.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Planet Earth by Mike Goldsmith 480L

Supporting Text (Text Collection): Informational Text
Danger! Earthquakes by Seymour Simon 710L

Poetry

“Who Could Somersault the San Andreas Fault?”
by J. Patrick Lewis

Standards Coverage

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.b

Writing

W.2.2, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.5

Language

L.2.1, L.2.1.e, L.2.2, L.2.3, L.2.3.a, L.2.4, L.2.4.a, L.2.4.d, L.2.4.e, L.2.5, L.2.6

Goals

Readers will identify and describe the connection between two ideas and pieces of information in a text. **RI.2.3**

Writers will support and connect writing with facts and definitions. **W.2.2**

Learners will explore content to understand changes on Earth.

Big Idea

Challenges and Change

Enduring Understandings

Readers understand ideas and information are connected in informational texts. **RI.2.3**

Writers understand that informational writing is supported by facts and definitions. **W.2.2**

Learners explore content to understand that change can happen quickly and create challenges.

Grade 2 Unit 5

Pioneering New Ideas and New Worlds

MODULE A

PBA Description

Task: The Lessons of Johnny Appleseed

In this module, children have read about the pioneer, Johnny Appleseed. Children will consider Johnny Appleseed and the five lessons he taught us: use what you have, share what you have, respect nature, try to make peace, and you can reach your destination by taking small steps. Children will choose one of the five lessons and write their opinion of why they think this lesson is still important to follow in today's world. Children will explain how Johnny lived by this lesson and how they can, too.

Essential Questions

Readers: How can you read across texts on the same topic? **RI.2.9**

Writers: How do writers use reasons to support opinions about events and experiences? **W.2.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text

Seed by Seed by Esme Raji Codell AD940L

Supporting Text (Text Collection): Informational Text

Johnny Appleseed by Lola M. Schaefer 750L

Poetry

"Planting a Tree," by Nancy Byrd Turner

"Trees," by Harry Berlin

Standards Coverage

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.9, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c

Writing

W.2.1, W.2.5, W.2.6, W.2.7

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language

L.2.1, L.2.1.e, L.2.1.f, L.2.2, L.2.2.c, L.2.2.e, L.2.3, L.2.4.

Goals

Readers will compare and contrast main ideas from two texts on the same topic. **RI.2.9**

Writers will compose an opinion with reasons to support their points. **W.2.1**

Learners will explore content to understand cause and effect relationships and how they impact a community.

Big Idea

Journeys

Enduring Understandings

Readers understand that texts on the same topic have similarities and differences. **RI.2.9**

Writers understand that biographies tell the story of a person's journey and include actions, thoughts, and feelings. **W.2.1**

Learners will explore content to understand that personal journeys impact historical development and change in communities.

Pioneering New Ideas and New Worlds

MODULE B

PBA Description

Task: New Lands

Children will develop a narrative about a pioneer child who shows bravery in the midst of hardship. Children will use ideas and information from the texts they read to write a story about this person or character. As they plan their narrative, have them consider the following questions: *What was the hardest part of moving west to a new land? Who showed bravery?*

Essential Questions

Readers: How is the central message or lesson of a text revealed to a reader? **RL.2.2**

Writers: How do writers tell stories that include actions, thoughts, and feelings in order to convey a central message? **W.2.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Pioneers to the West by John Bliss NC770L

Supporting Text (Text Collection): Literary Text
Going West by Jean Van Leeuwen AD600L

Poetry

“Home on the Range,” by Dr. Brewster Higley
“The Gateway Arch,” by Diane Siebert

Standards Coverage

Reading: Literature

RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.2.5, RL.2.6, RL.2.7, RL.2.10

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c

Writing

W.2.3, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5, SL.2.6

Language

L.2.1, L.2.1.d, L.2.1.e, L.2.1.f, L.2.2, L.2.3, L.2.4, L.2.4.a, L.2.4.c, L.2.4.e, L.2.5, L.2.5.a, L.2.6

Goals

Readers will identify and understand the central message of a text. **RL.2.2**

Writers will create narratives about people's journeys to settle in new places. **W.2.3**

Learners will explore content to understand how journeys have affected communities.

Big Idea

Journeys

Enduring Understandings

Readers understand that narratives have a central message and lesson. **RL.2.2**

Writers understand that informational texts contain research from various resources. **W.2.8**

Learners will explore content to understand that people's journeys to settle in new places helped our country grow.

Grade 2 Unit 6

Changing the World

MODULE A

PBA Description

Task: Book Review

Children will write a book review about *Seeds of Change: Planting a Path to Peace*. They will decide whether or not this book is one that will inspire other children in their community to make changes to help the environment or to help other people.

Essential Questions

Readers: How do readers use details in the text to understand the people in texts? **RL.2.7, RI.2.1**

Writers: How do writers support opinions with reasons and text evidence? **W.2.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Seeds of Change: Planting a Path to Peace by Jen Cullerton Johnson 820L

Supporting Text (Trade Book): Literary Text
On Meadowview Street by Henry Cole 520L

Poetry

“Walk Lightly” by J. Patrick Lewis

“Every Time I Climb a Tree” by David McCord

Standards Coverage

Reading: Literature

RL.2.1, RL.2.3, RL.2.4, RL.2.7, RL.2.10

Reading: Informational Text

RI.2.1, RI.2.2, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.10

Reading: Foundational Skills

RF.2.4, RF.2.4.a, RF.2.4.b, RF.2.4.c

Writing

W.2.1, W.2.5, W.2.6, W.2.7

Speaking and Listening

SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.2, SL.2.4, SL.2.5, SL.2.6

Language

L.2.1, L.2.1.f, L.2.2, L.2.2.d, L.2.2.e, L.2.3, L.2.3.a, L.2.4.b, L.2.4.c, L.2.4.d, L.2.4.e, L.2.5.b, L.2.6

Goals

Readers will describe peoples’ response to events and challenges. **RL.2.3**

Writers will support an opinion with reasons and evidence from the anchor and supporting texts. **W.2.1**

Learners will explore content to recount events to understand how people take action to improve their communities, including use of the land and the environment.

Big Idea

Change

Enduring Understandings

Readers understand that people respond to major events and challenges. **RL.2.3, RI.2.1**

Writers understand that opinions and reasons are connected. **W.2.1**

Learners will explore content to understand that people can change the world with persistence and commitment.

Changing the World

MODULE B

PBA Description

Task: Agreeing or Disagreeing with an Author
Using *Alfred Nobel: The Man Behind the Peace Prize* or *A Picture Book of Eleanor Roosevelt*, children will identify an opinion the author includes about Nobel or Roosevelt. Children will then agree or disagree with the opinion, using text-based evidence to support their own opinion.

Essential Questions

Readers: How do readers determine the author's purpose? **RI.2.6**
Writers: What does it mean to support your opinion? **W.2.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Alfred Nobel: The Man Behind the Peace Prize
by John Bliss 800L

Supporting Text (Text Collection): Informational Text
A Picture Book of Eleanor Roosevelt
by David A. Adler AD680L

Poetry
“Hug O’ War” by Shel Silverstein
“Heroes and She-roes” by J. Patrick Lewis

Standards Coverage

Reading: Informational Text
RI.2.1, RI.2.3, RI.2.4, RI.2.5, RI.2.6, RI.2.7, RI.2.8, RI.2.10

Reading: Foundational Skills
RF.2.4, RF.2.4.a, RF.2.4.b

Writing
W.2.1, W.2.5, W.2.6, W.2.7, W.2.8

Speaking and Listening
SL.2.1, SL.2.1.a, SL.2.1.b, SL.2.1.c, SL.2.2, SL.2.3, SL.2.4, SL.2.5

Language
L.2.1, L.2.1.f, L.2.2, L.2.2.e, L.2.3, L.2.4, L.2.4.a, L.2.4.c, L.2.4.d, L.2.4.e, L.2.5, L.2.5a, L.2.5.b, L.2.6

Goals

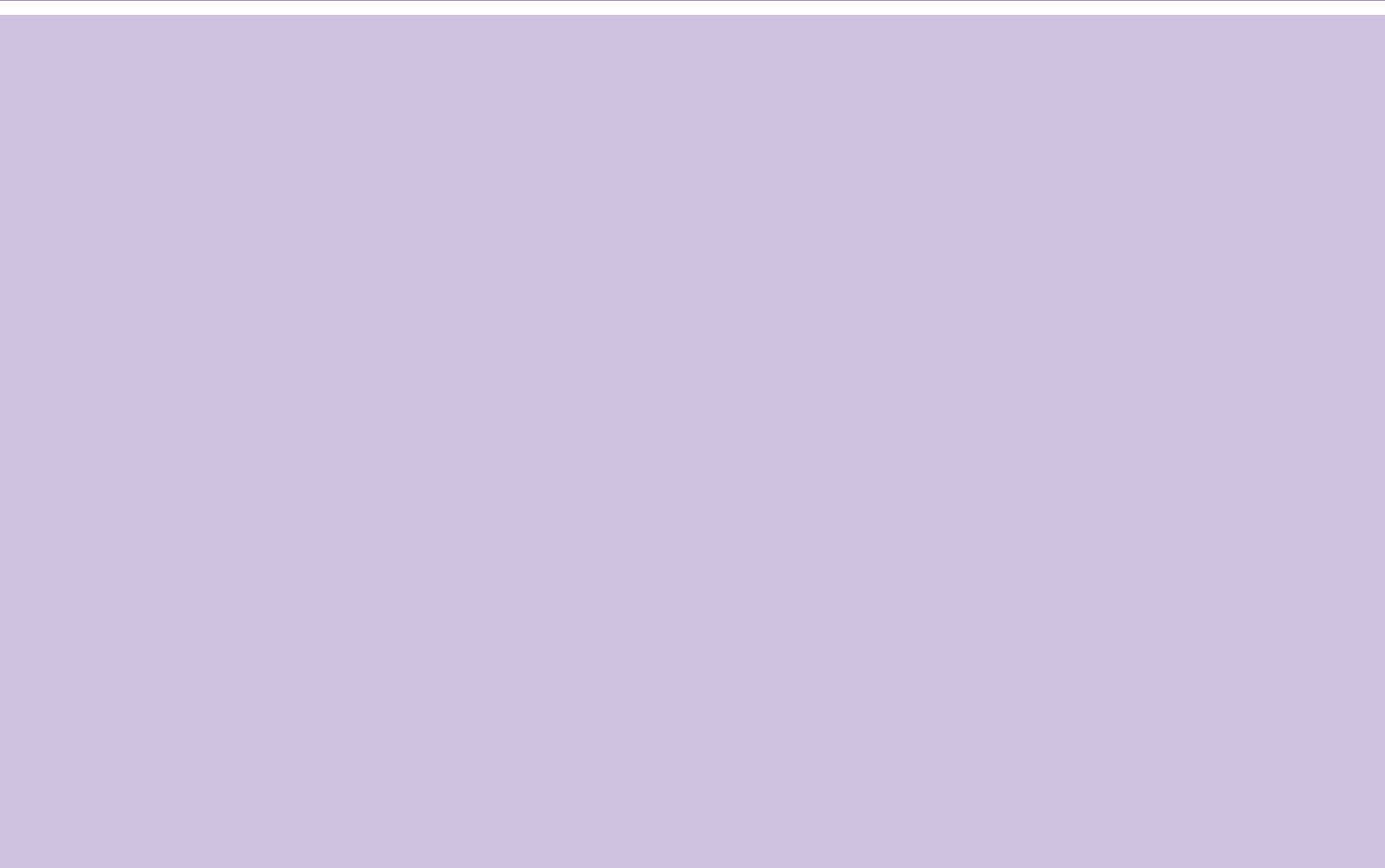
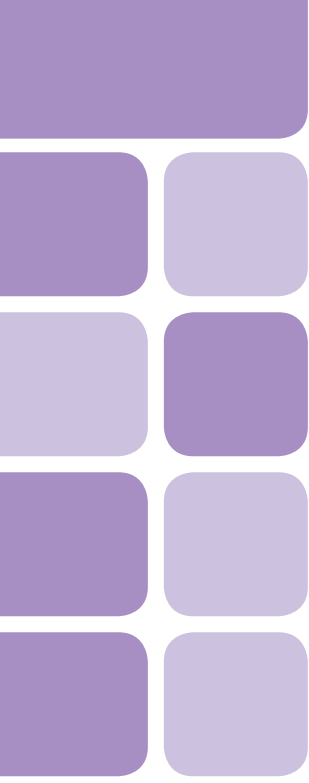
Readers will identify the author's purpose using details from the text. **RI.2.6**
Writers will support their opinion with details and facts. **W.2.1**
Learners will explore content to understand the lives of people who define or distinguish their communities in all kinds of ways.

Big Idea

Change

Enduring Understandings

Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe. **RI.2.6**
Writers understand that authors use details and facts to support an opinion. **W.2.1**
Learners will explore content to understand that cause-and-effect relationships impact communities.



Common Core Correlations

Grade 2

Common Core Standards for English Language Arts

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READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

TG U1: 23, 32, 43, 52, 63, 72, 83, 123
TG U2: 13, 43, 63, 72, 103, 122, 133, 225
TG U3: 73, 83, 85, 86, 87, 93, 112, 123, 223, 236, 237
TG U4: 13, 22, 33, 36, 42, 73, 93, 113, 123, 136
TG U5: 113, 222, 223, 235, 236, 237, 242, 243, 252, 253, 272
TG U6: 72, 73, 82, 83, 92, 93

RL.2.2 Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.

TG U1: 252, 255, 257
TG U2: 95, 96, 97, 132
TG U4: 75, 76, 77, 78–81
TG U5: 233, 255, 256, 257, 264, 266, 267

RL.2.3 Describe how characters in a story respond to major events and challenges.

TG U1: 15, 17, 35, 57, 105, 115, 137
TG U2: 13, 18, 35, 37, 57, 83, 85, 110, 245, 247
TG U3: 85, 92, 95
TG U4: 45, 46, 47, 48–49, 80, 96, 97, 98–99, 100–101
TG U5: 222, 243, 247, 256, 257, 266, 267
TG U6: 75, 76, 77, 78–79, 82, 83

Craft and Structure

RL.2.4 Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.

TG U1: 33, 43, 75, 85, 105, 122, 252
TG U2: 32, 62, 96, 232
TG U3: 72, 75, 76, 77, 263, 266, 273, 275, 276, 277
TG U4: 53, 63, 93, 113, 123, 252, 253, 256–257
TG U5: 113, 115, 116, 117, 243
TG U6: 73, 85, 86, 87

RL.2.5 Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

TG U1: 25, 27, 67, 85, 86, 87, 235
TG U2: 15, 16, 17, 45, 47, 65, 67, 75, 76, 77
TG U3: 95, 96, 97, 225, 226, 227
TG U4: 55, 56, 57, 58–61, 105, 107, 135
TG U5: 238–239, 245, 246, 247

RL.2.6 Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

TG U1: 33, 48–49, 50, 51, 52, 57, 73, 75, 91, 135
TG U2: 14, 43, 44, 47, 125, 127
TG U3: 98–99, 115, 116, 117, 245, 246, 247
TG U4: 15, 16, 17, 18–21, 35, 36, 37, 38–41, 85, 86, 87, 88–91
TG U5: 223, 225, 226, 227, 228–229, 230–231

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Integration of Knowledge and Ideas

RL.2.7 Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

TG U1: 65, 83, 93, 103, 105, 107, 113, 123, 125
TG U2: 13, 23, 35, 37, 43, 55, 75, 93, 105, 106, 107
TG U3: 233, 235, 236, 255, 256, 257
TG U4: 25, 28–31, 55, 57, 58–61, 68–71, 83, 103, 105
TG U5: 253, 273, 275, 276, 277
TG U6: 93, 95, 96, 97

RL.2.8 (Not applicable to literature)

Not applicable according to the Common Core Standards for English Language Arts

RL.2.9 Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.

TG U4: 115, 116–117, 125, 126, 127

Range of Reading and Level of Text Complexity

RL.2.10 By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

TG U1: 12, 26, 42, 46, 72, 96, 102, 126, 132
TG U2: 22, 26, 42, 46, 62, 76, 82, 96, 102, 122, 126
TG U3: 76, 92, 102, 122, 126, 132, 222, 232, 246, 262
TG U4: 12, 26, 46, 52, 76, 82, 96, 102, 126, 132
TG U5: 112, 222, 226, 232, 242, 246, 252, 272, 276
TG U6: 72, 76, 82, 86, 92, 96, 102, 106

READING STANDARDS FOR INFORMATIONAL TEXT

Key Ideas and Details

RI.2.1 Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text.

TG U1: 173, 182, 203, 213, 227, 243, 262, 273
TG U2: 163, 170, 173, 175, 178, 195, 225, 226, 227
TG U3: 12, 26, 33, 55, 62, 63, 173, 215, 216, 217
TG U4: 183, 203, 216–217, 223, 234, 235, 236–237, 238–241, 243, 265
TG U5: 12, 22, 32, 42, 53, 63, 83, 123, 178–181, 263
TG U6: 102, 113, 123, 136–137, 163, 173, 192, 212, 223, 242, 262

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

TG U1: 183, 203, 215
TG U2: 163, 166, 275, 276, 277, 278
TG U3: 16, 43, 53, 165, 167, 168–169, 193, 197, 203, 205
TG U4: 175, 176, 177, 208–211, 215, 216–217, 218–221
TG U5: 13, 15, 16, 17, 35, 213
TG U6: 13, 15, 16, 17, 18–19, 20, 21

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Key Ideas and Details *continued*

RI.2.3 Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

TG U1: 195, 197
TG U3: 43, 45, 47, 48–49, 105, 106, 107, 108–109, 123, 125, 127
TG U4: 185, 186–187, 188–191, 205, 206–207, 265, 268–269
TG U5: 176, 177, 185, 186, 187, 205, 206, 207
TG U6: 33, 35, 38–39, 44, 116, 135, 195, 196, 197, 205, 206, 207, 255, 256, 257

Craft and Structure

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

TG U1: 183, 193, 203, 275
TG U2: 173, 175, 177, 183, 193
TG U3: 34, 44, 73, 173, 183, 193, 203, 213, 273, 275
TG U4: 163, 173, 183, 193, 203, 223, 233, 243, 253
TG U5: 33, 43, 63, 83, 103, 123, 133, 173, 203, 213
TG U6: 43, 53, 63, 113, 173, 185, 186, 187, 188–189, 203, 223, 245, 246, 247

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

TG U1: 165, 166, 167, 168–169, 183, 185, 187, 203, 205, 225
TG U2: 163, 165, 166, 167, 173, 175, 210, 211, 212, 215, 217
TG U3: 15, 16, 17, 23, 28–29, 33, 38–39, 53, 63, 65, 178–179
TG U4: 163, 165, 166–167, 175, 176–177, 198–201, 225, 226–227, 228–231, 245, 246–247
TG U5: 85, 87, 88–89, 90, 165, 167, 168–169, 170, 195, 196
TG U6: 163, 215, 216, 217

RI.2.6 Identify the main purpose of a text, including what the author wants to answer, explain, or describe.

TG U1: 175, 198–199, 200, 201, 203, 213, 255
TG U2: 173, 185, 186, 187, 188–189, 206, 207
TG U3: 18–19, 135, 136, 193, 195, 196, 197
TG U4: 167, 204, 205, 206, 207, 208–211, 278–279
TG U5: 25, 26, 27, 55, 56, 57, 105, 106, 107, 265, 266, 267
TG U6: 25, 26, 27, 28–29, 67, 126, 165, 166, 167, 217, 265

Integration of Knowledge and Ideas

RI.2.7 Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.

TG U1: 166–167, 185, 203, 205, 213, 223
TG U2: 263
TG U3: 173, 185, 186, 187, 188–189
TG U4: 163, 195, 196, 197, 225, 226, 227, 244, 245, 247
TG U5: 75, 77, 78–79, 183, 203, 215, 217, 275, 276, 277
TG U6: 23, 173, 183, 203, 233, 243

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Integration of Knowledge and Ideas *continued***RI.2.8** Describe how reasons support specific points the author makes in a text.**TG U2:** 188–189, 193, 194, 218–219, 260**TG U3:** 198–199, 205, 206, 207**TG U4:** 218–221, 233**TG U5:** 45, 46, 47, 65, 66, 67, 95, 96, 97, 98–99**TG U6:** 55, 56, 57, 58–59, 60, 61, 175, 176, 177, 235**RI.2.9** Compare and contrast the most important points presented by two texts on the same topic.**TG U1:** 223, 263, 265, 267, 270**TG U2:** 265, 273, 275, 276, 277**TG U4:** 207, 265, 266–267, 273, 275, 276, 277**TG U5:** 108–109, 110, 111, 120, 121, 123, 125, 126, 127, 133, 135**TG U6:** 114, 115, 116, 117

Range of Reading and Level of Text Complexity

RI.2.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.**TG U1:** 162, 176, 182, 196, 202, 222, 226, 272, 276**TG U2:** 162, 172, 176, 192, 212, 226, 232, 246, 262, 276**TG U3:** 12, 32, 52, 132, 162, 176, 182, 196, 202, 272**TG U4:** 162, 176, 182, 196, 212, 226, 232, 246, 252, 276**TG U5:** 12, 32, 46, 52, 76, 96, 172, 212, 226, 272**TG U6:** 22, 46, 52, 112, 126, 172, 176, 196, 202, 226, 242, 272

READING STANDARDS: FOUNDATIONAL SKILLS

Phonics and Word Recognition

RF.2.3 Know and apply grade-level phonics and word analysis skills in decoding words.**TG Phonics:** 12, 28, 44, 56, 60, 72, 80, 100, 104, 116, 128, 136, 164**RF.2.3.a** Distinguish long and short vowels when reading regularly spelled one-syllable words.**TG Phonics:** 10, 11, 12, 14, 15, 19, 22, 26, 30, 71, 74, 75, 78, 79, 86, 87, 88, 90**RF.2.3.b** Know spelling-sound correspondences for additional common vowel teams.**TG Phonics:** 102, 103, 104, 106, 107, 112, 118, 122, 123, 124, 142, 143, 144, 146**RF.2.3.c** Decode regularly spelled two-syllable words with long vowels.**TG Phonics:** 18, 30, 31, 32, 71, 75, 79, 87, 114, 115**RF.2.3.d** Decode words with common prefixes and suffixes.**TG Phonics:** 126, 127, 128, 130, 131, 132, 133, 146, 162, 163, 164, 166**RF.2.3.e** Identify words with inconsistent but common spelling-sound correspondences.**TG Phonics:** 74, 78, 102, 106, 107, 122

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Phonics and Word Recognition *continued*

RF.2.3.f Recognize and read grade-appropriate irregularly spelled words.

TG Phonics: 11, 19, 27, 31, 47, 55, 75, 95, 103, 115, 123, 135, 155

Fluency

RF.2.4 Read with sufficient accuracy and fluency to support comprehension.

TG U1: 26, 46, 76, 96, 126, 176, 196, 205, 246, 255, 276

TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U4: 26, 76, 96, 176, 226, 246, 276

TG U5: 26, 46, 76, 96, 126, 196, 226, 246

TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

RF.2.4.a Read grade-level text with purpose and understanding.

TG U2: 76–77

TG U3: 26–27

TG U4: 126–127

TG U5: 53, 63, 102, 126–127, 246–247

TG U6: 46–47, 276–277

RF.2.4.b. Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.

TG U1: 26, 126, 176, 196, 226, 246, 276

TG U2: 26, 46, 96, 126, 196, 226, 246, 276

TG U3: 26, 96, 126, 176, 196, 226, 246, 276

TG U4: 26, 76, 176, 196, 226, 246, 276

TG U5: 26, 76, 96, 176, 196, 226, 276

TG U6: 46, 96, 126, 176, 226, 246, 276

RF.2.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

TG U2: 176

TG U3: 46

TG U4: 46

TG U5: 46, 226

TG U6: 126

WRITING STANDARDS

Text Types and Purposes

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section.

TG U2: 128–131, 138–141, 198–201, 228–231, 238–241, 248–251, 258–261, 268–271

TG U3: 98–101, 198–201, 208–211

TG U4: 48–51, 248–251

TG U5: 18–21, 28–31, 28–41, 58–61, 78–81, 98–101, 108–111, 128–131, 142–149

TG U6: 48–51, 58–61, 68–71, 98–101, 118–121, 142–149, 198–201, 208–211, 218–221, 282–289



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Text Types and Purposes *continued*

W.2.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

TG U1: 168–171, 178–181, 198–201, 208–211, 218–221, 228–231, 248–251, 258–261

TG U3: 128–131, 138–141, 142–149, 168–171, 178–181, 188–191, 218–221, 228–231, 238–241, 282–289

TG U4: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 268–271, 282–289

TG U6: 18–21, 28–31, 38–41, 128–131

W.2.3 Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.

TG U1: 18–21, 28–31, 38–41, 58–61, 78–81, 98–101, 118–121, 142–149

TG U2: 18–21, 28–31, 48–51, 58–61, 78–81, 88–91, 98–101, 108–111, 118–121, 142–149

TG U4: 18–21, 28–31, 38–41, 68–71, 78–81, 98–101, 108–111, 128–131, 138–141, 142–149

TG U5: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 268–271, 282–289

Production and Distribution of Writing

W.2.4 (Begins in grade 3)

Not applicable according to the Common Core Standards for English Language Arts

W.2.5 With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.

TG U1: 128–129, 130, 131, 140, 141, 278–279, 280, 281

TG U2: 98–99, 100, 101, 120, 121, 138–139, 140, 141, 230, 231, 280, 281

TG U3: 138–139, 140, 141, 208–209, 268–269, 270, 271, 280, 281

TG U4: 128–129, 130, 131, 138–139, 140, 141, 280, 281

TG U5: 128–129, 130, 131, 138–139, 140, 141, 145, 210, 211, 258–259, 260, 261, 278–279, 280–281

TG U6: 100, 101, 128–129, 130, 138–139, 140, 268–269, 270, 271, 278–279, 280

W.2.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

TG U1: 21, 51, 81, 101, 141, 171, 201, 211, 231, 261

TG U2: 41, 61, 101, 111, 141, 181, 201, 221, 241, 271

TG U3: 31, 71, 111, 171, 191, 201, 221, 231, 261, 271

TG U4: 21, 41, 81, 111, 141, 181, 201, 221, 261, 281

TG U5: 31, 51, 71, 91, 121, 171, 191, 211, 231, 251, 271

TG U6: 21, 61, 81, 111, 121, 181, 201, 241, 261, 281

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Research to Build and Present Knowledge

W.2.7 Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).

TG U1: 20, 50, 70, 90, 120, 170, 180, 210, 230, 240
TG U2: 20, 40, 60, 70, 110, 180, 200, 220, 240, 250
TG U3: 20, 78–79, 130, 142–149, 180, 190, 220, 230, 240, 260
TG U4: 70, 90, 120, 170, 180, 200, 210, 240, 260, 270
TG U5: 20, 30, 40, 90, 120, 170, 200, 210, 250, 258–259
TG U6: 50, 90, 110, 120, 170, 180, 200, 230, 270, 280

W.2.8 Recall information from experiences or gather information from provided sources to answer a question.

TG U1: 250, 251, 260
TG U2: 168–169, 170, 180, 181, 190, 198–199
TG U3: 58–59, 60, 61, 78–79, 80, 81, 88–89, 90, 91, 128–129, 142–149, 218–219
TG U4: 220, 238–239, 240, 241
TG U5: 168–169, 170, 171
TG U6: 248–249

W.2.9 (Begins in grade 4)

Not applicable according to the Common Core Standards for English Language Arts

Range of Writing

W.2.10 (Begins in grade 4)

Not applicable according to the Common Core Standards for English Language Arts

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.

TG U1: 14, 24, 34, 44, 74, 94, 114, 164, 224, 274
TG U2: 14, 24, 44, 64, 84, 104, 134, 194, 224, 264
TG U3: 14, 24, 54, 84, 104, 134, 174, 214, 244, 264
TG U4: 14, 24, 34, 84, 124, 164, 174, 204, 244, 264
TG U5: 24, 74, 84, 94, 104, 124, 134, 164, 174, 184, 194, 224
TG U6: 74, 84, 124, 134, 164, 174, 204, 214, 264, 274

SL.2.1.a Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

TG U1: 14, 24, 54, 84, 124, 164, 184, 204, 234, 254, 264, 274
TG U2: 204, 264, 274
TG U3: 84, 94, 104, 134, 164, 184, 204, 274
TG U4: 84, 174, 234, 244
TG U5: 84, 104, 124, 174, 184, 194
TG U6: 84, 104, 124, 174, 184, 214, 274

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Comprehension and Collaboration *continued*

SL.2.1.b Build on others' talk in conversations by linking their comments to the remarks of others.

TG U1: 24, 54, 134, 204, 214, 224
TG U2: 54, 74, 104, 134, 224, 254
TG U3: 54, 114, 164, 204, 224, 254
TG U4: 124, 164
TG U5: 74, 134, 164, 224
TG U6: 64, 74, 164, 234, 254

SL.2.1.c Ask for clarification and further explanation as needed about the topics and texts under discussion.

TG U1: 34, 64, 84, 94, 104, 114, 174, 194, 244, 254
TG U2: 34, 44, 64, 114, 124, 174, 234
TG U3: 44, 74, 174, 184, 194, 214, 234, 264
TG U4: 74
TG U5: 24, 64, 94, 194, 204, 214
TG U6: 184, 194, 214, 264

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

TG U1: 14, 34, 44, 84, 94, 124, 134, 164, 174, 214, 234, 244
TG U2: 14, 24, 64, 54, 84, 174, 204
TG U3: 34, 64, 184
TG U4: 44, 104, 124, 204, 214, 264
TG U5: 14, 24, 184, 194, 224, 264
TG U6: 114, 184, 194

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

TG U1: 34, 64, 84, 94, 104, 114, 174, 194, 244, 254
TG U2: 34, 44, 64, 114, 124, 164, 234
TG U3: 44, 74, 124, 174, 184, 194, 214, 234, 264
TG U5: 64, 94, 194, 204, 214
TG U6: 184, 194, 214, 224, 244, 264

Presentation of Knowledge and Ideas

SL.2.4 Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

TG U2: 184
TG U3: 94, 234
TG U5: 34, 54, 254
TG U6: 44, 54, 94, 204

SL.2.5 Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.

TG U1: 32, 76, 182, 226, 288
TG U2: 32, 76, 226, 232
TG U3: 26, 96, 196, 226
TG U4: 40, 141, 260, 281
TG U5: 34, 117, 182, 232
TG U6: 32, 92, 182, 232

SL.2.6 Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

TG U3: 244
TG U5: 114, 234
TG U6: 94, 134

LANGUAGE STANDARDS

Conventions of Standard English

L.2.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 19, 49, 69, 99, 129, 179, 209, 219, 239, 259
TG U2: 19, 49, 99, 109, 129, 139, 209, 269, 279
TG U3: 59, 79, 109, 139, 169, 189, 209, 229, 269, 279
TG U4: 19, 69, 89, 109, 129, 169, 189, 209, 219, 239
TG U5: 49, 69, 109, 129, 139, 169, 189, 219, 249, 259
TG U6: 119, 129, 139, 169, 189, 209, 269

L.2.1.a Use collective nouns (e.g., *group*).

TG U1: 59, 61
TG U4: 59, 61

L.2.1.b Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*).

TG U1: 49, 51
TG U4: 49, 51

L.2.1.c Use reflexive pronouns (e.g., *myself*, *ourselves*).

TG U1: 139, 141
TG U4: 139, 141

L.2.1.d Form and use the past tense of frequently occurring irregular verbs (e.g., *sat*, *hid*, *told*).

TG U1: 89, 91, 99, 101, 109, 111
TG U4: 89, 91, 99, 101, 109
TG U5: 233

L.2.1.e Use adjectives and adverbs, and choose between them depending on what is to be modified.

TG U1: 169, 179, 189, 199, 209, 219, 229, 239, 249, 259
TG U2: 79, 89, 100, 209, 279
TG U3: 69, 79, 89, 99, 109, 119, 129, 139, 229, 259
TG U4: 169, 179, 189, 199, 209, 219, 229, 239, 249
TG U5: 79, 81, 89, 259, 261, 269, 279

L.2.1.f Produce, expand, and rearrange complete simple and compound sentences (e.g., *The boy watched the movie*; *The little boy watched the movie*; *The action movie was watched by the little boy*).

TG U1: 79
TG U2: 81, 91, 111, 119, 129, 139, 179, 189, 269, 279
TG U3: 119, 129, 139, 221
TG U5: 69, 109, 119, 129, 139, 169, 219, 229, 259, 279
TG U6: 138, 139, 203

L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 29, 138, 140, 278, 280, 281
TG U2: 19, 39, 100, 169, 189, 209, 229, 249, 281
TG U3: 19, 21, 29, 39, 41, 51, 140, 145, 281, 285
TG U4: 19, 21, 29, 31, 140, 141, 269, 279, 280, 281
TG U5: 19, 29, 39, 138, 140, 145, 280, 281, 285
TG U6: 19, 39, 49, 101, 138–139, 140, 145, 278–279, 280, 285

L.2.2.a Capitalize holidays, product names, and geographic names.

TG U1: 29, 140
TG U3: 19, 29, 39, 49

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Conventions of Standard English *continued***L.2.2.b.** Use commas in greetings and closings of letters.**TG U2:** 229, 239, 241, 249, 251, 259
TG U3: 240**L.2.2.c** Use an apostrophe to form contractions and frequently occurring possessives.**TG U1:** 269, 271, 279
TG U2: 19, 29, 31, 39, 41
TG U4: 259, 269, 279
TG U5: 19, 29, 31, 39, 41**L.2.2.d** Generalize learned spelling patterns when writing words (e.g., *cage* → *badge*; *boy* → *boil*).**TG U6:** 19, 29, 39, 49, 59**L.2.2.e** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.**TG U1:** 138, 140, 141
TG U2: 101, 251
TG U3: 140, 280, 281
TG U4: 140, 141
TG U5: 138, 140
TG U6: 141, 261, 279, 280, 281

Knowledge of Language

L.2.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.**TG U1:** 29, 59, 79, 99, 119, 139, 169, 209, 239, 269
TG U2: 19, 39, 89, 109, 129, 179, 219, 259, 279
TG U3: 29, 59, 79, 129, 149, 169, 189, 219, 239, 269
TG U4: 19, 39, 59, 89, 109, 119, 129, 139, 189, 229, 259, 279
TG U5: 19, 49, 69, 79, 119, 139, 179, 219, 249, 269
TG U6: 29, 49, 69, 89, 109, 129, 169, 209, 229, 249**L.2.3.a** Compare formal and informal uses of English.**TG U2:** 223
TG U3: 239, 241, 249, 251, 269, 271, 279, 281
TG U4: 223
TG U6: 83

Vocabulary Acquisition and Use

L.2.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.**TG U1:** 23, 33, 53, 73, 83, 103, 113, 123, 183, 193, 203, 233
TG U2: 63, 83, 103, 113, 176, 223, 243
TG U3: 173, 183, 203, 223, 233, 243, 263, 273
TG U4: 53, 83, 123, 163, 183, 203, 213, 233
TG U5: 23, 83, 93, 103, 133, 163, 173, 183, 213, 253
TG U6: 83, 113, 133, 181, 183, 193, 203, 219, 229, 273

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Vocabulary Acquisition and Use *continued*

L.2.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

TG U1: 23, 43, 73, 123, 163, 173, 193, 213
TG U2: 13, 53, 103, 113, 123, 176, 223
TG U3: 43, 46, 103, 163, 173, 183, 193, 203, 213, 223, 243, 263, 273
TG U4: 46, 53, 73, 83, 123, 163, 173, 183, 193, 233
TG U5: 33, 43, 53, 63, 173, 183, 213
TG U6: 183, 193, 203

L.2.4.b Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., *happy/unhappy*, *tell/retell*).

TG U3: 183
TG U4: 133
TG U6: 89, 91, 99, 101, 103, 249, 251

L.2.4.c Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., *addition, additional*).

TG U1: 173, 213, 223
TG U5: 103, 163
TG U6: 109, 111, 219, 229, 239, 243

L.2.4.d Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., *birdhouse, lighthouse, housefly; bookshelf, notebook, bookmark*).

TG U1: 186, 203
TG U3: 43
TG U4: 63, 203, 213
TG U5: 93
TG U6: 69, 71, 79, 81, 133, 243

L.2.4.e Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases.

TG U1: 140, 141, 163, 167, 173, 183, 193, 203, 213
TG U2: 175, 177, 202
TG U3: 83
TG U4: 93, 181
TG U5: 83, 203, 223, 233
TG U6: 43, 53, 259, 269, 270, 271

L.2.5 Demonstrate understanding of word relationships and nuances in word meanings.

TG U1: 43, 275
TG U2: 193
TG U3: 243, 275, 276, 277
TG U4: 243, 273
TG U5: 23, 83, 115, 133, 263
TG U6: 169, 189, 209

L.2.5.a Identify real-life connections between words and their use (e.g., describe foods that are *spicy* or *juicy*).

TG U5: 115, 223
TG U6: 199, 209

L.2.5.b Distinguish shades of meaning among closely related verbs (e.g., *toss, throw, hurl*) and closely related adjectives (e.g., *thin, slender, skinny, scrawny*).

TG U1: 13, 63, 93
TG U5: 83
TG U6: 85, 87, 119, 129, 139, 181

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L.2.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., *When other kids are happy that makes me happy*).

TG U1: 36, 58, 105, 107, 114, 134, 171, 179, 214, 264

TG U2: 34, 55, 58, 83, 105, 107, 123, 164, 171, 179, 244

TG U3: 14, 34, 64, 94, 114, 134, 164, 194, 224, 254

TG U4: 24, 54, 74, 94, 114, 134, 184, 234, 254, 274

TG U5: 24, 34, 54, 114, 164, 184, 194, 204, 224, 254

TG U6: 14, 54, 94, 114, 134, 174, 204, 224, 244, 264

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